

2017

Secondary 4 English

1.	Bukit Panjang Government High School	SA1
2.	Chij St Nicholas Girls' School	SA1
3.	Anglican High School	SA2
4.	Anglo Chinese School	SA2
5.	Bukit Panjang Government High School	SA2
6.	Cedar Girls' Secondary School	SA2
7.	Chij St Nicholas Girls' School	SA2
8.	Nan Chiau High School	SA2
9.	Singapore Chinese Girls' School	SA2
10.	Victoria School	SA2
11.	Xinmin Secondary School	SA2

Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examination 2017

SECONDARY 4 EXPRESS / 4 NA / 5 NA

ENGLISH LANGUAGE

Paper 1

Syllabus 1128/01

Date: 25 April, 2017

Duration: 1 hr 50 mins

Time: 0745h – 0935h

Additional Materials: Writing Paper

Read these instructions first.

Write your name, index number and class on the cover page.

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

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

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

For Section A, write your answers in the spaces provided.

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

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

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

Setter: Mdm Sherifah

[Turn over]

This paper consists of 5 printed pages.

Section A [10 marks]

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

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

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

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

Examples:

I arrived(to)my destination at 2pm.

at

My mother always wears sensible clothes.

✓

NASA has an exciting new vision of future spaceflight – the return of humans to the moon by 2020 in preparation for visits to Mars but possibly beyond. Moon missions is essential to the exploration of more distant worlds. Extend lunar stays build the experience and expertise needed for the long-term space missions required to visit other planets. A moon may also be use as a forward base of operations on which humans learn how to replenish essential supply, such as rocket fuel and oxygen, by creating them from local material. Such skills were essential for the future expansion of human presence into deeper space. Although humans have visited the moon before, our closest neighbour still harbours their own scientific mysteries to be explored – including the investigation of water ice near the moon's poles.

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

You have seen this appeal to help the needy in your community. You are keen to work with one of the organisations as a self-initiated Values-In-Action (VIA) project with a few of your classmates.

As the team leader, write a proposal to your form teacher to indicate your interest in this project, stating clearly:

- which one of the organisations your team would like to work with and the reasons for your choice
- how you will organise and carry out the activities
- explain how the activities will allow you and your team to practise the school value, 'Care for Others'

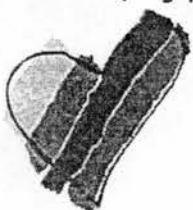
Write your proposal in clear, accurate English and in a persuasive tone, to convince your teacher of your interest.

You should use your own words as much as possible.

Looking for an opportunity to contribute to the society?



Club Rainbow (Singapore)



We support and empower children with chronic illnesses and their families by providing compassionate relevant services in their journey towards an enriching life.

Activities

You can help by:

- giving tuition
- conducting workshops
- accompanying children on outings

Lions Home for the Elders is a Voluntary Welfare Organisation (VWO) that actively promotes and employs best practices in providing services and programmes for the ageing community.

Activities

You can help by:

- providing companionship
- accompanying them on outings



TWC2 (Transient Workers Count Too) promotes equitable treatment for migrant workers in Singapore.

Activities

You can help by:

- assisting in organising excursions for workers
- distributing food and flyers
- conducting surveys

Section C [30 marks]

Begin your answer on a fresh page.

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

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

- 1 Write about a time when you had to deal with an emergency. What did you learn about yourself through this incident?
- 2 Do competitions bring out the best or worst in people?
- 3 "Travel broadens our mind." Describe an enriching travel experience and explain new insights that you gained from this experience.
- 4 People who look for excitement and danger are foolish. Do you agree?

END OF PAPER

Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examinations 2017

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 25 April, 2017

Duration: 1 hr 50 mins

Time: 1045h – 1235h

Read these instructions first.

Write in dark blue or black ink.

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

Answer all questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

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

Detach page 6 (summary) and hand it in separately from the rest of the answers.

Setters: Mrs Hoe-Tan Tou Hwa (Sections A & B) & Mrs Angela Ong (Section C)

[Turn over]

This document consists of 6 printed pages.

Section A [5 marks]

Refer to Text 1 (the poster) in the Insert for Questions 1-5.

- 1 Who is the target audience? [1]

- 2 What is the purpose of this advertisement? [1]

- 3 Look at the image at the bottom right corner of the advertisement. With reference to the statement, "YOU'RE NO LONGER 'MR PERSONALITY'", explain [1]
(a) how this complements the image. _____

- (b) what effect this will have on the reader. [1]

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

Refer to Text 2 in the Insert for Questions 5 – 12.

- 5 At the beginning of this text, the writer and her family were heading south in their Cadillac. Explain how the language used in the first two paragraphs tells us there might be trouble during this trip. Support your ideas with three details. [3]

- 6 In Paragraph 4, we are told that “We saw signs above water fountains and in restaurant windows. We saw them in ice-cream parlours and at hamburger stands. We saw them in front of hotels and motels, and on the restroom doors of filling stations. I didn’t like the signs. I felt as if I were in a foreign land.” [Lines 16 to 18]

(i) What does the repetition of the words ‘We saw’ suggest about the signs? [1]

(ii) How do we know the writer was not at ease with them? [1]

(iii) In the same paragraph, what does the sentence ‘I felt as if I were in a foreign land.’ tell us about how the writer felt? [1]

- 7 In Paragraph 5, the writer looked at the grand picnic basket her mother had packed for the trip. Quote **two** phrases which emphasize the contrast in her feelings towards it? [1]

- 8 In Paragraph 6, the writer and her family arrived at Mississippi state line and had an encounter with the police.

Identify words or phrases from Paragraphs 6 to 9 which suggest racial discrimination was in action. [2]

Sense of Discrimination	Words / phrases from the passage
(a) Police’s suspicion	
(b) Police’s distrust	

- 9 In Paragraph 7, the police called the writer’s father ‘boy’. [Line 28] What was their attitude towards him? [1]

10 From Paragraphs 10 to 13, the writer watched how her father was badly treated by the police.

(i) What does the word 'spread-eagle' suggest about the way he was treated?

[1]

(ii) Why did the writer not clarify the doubts she had about this treatment? Cite the evidence for this reason?

[1]

(iii) How else did the police show they did not trust the writer's father?

[1]

11 The writer and her family could do nothing but watch the police take her father into the police station. How does the language show that the writer and her family were anxious as they waited for him to come out of the station? Support your answer with **three** pieces of evidence from lines 42 to 47.

[3]

12 The writer underwent a series of emotions as she and her family set off on their ride in their new car. Complete the flow chart by choosing **one** word from the box to describe the main feeling conveyed in each part of the text. There is one extra word in the box you do not need to use.

[4]

FEELINGS

uneasy

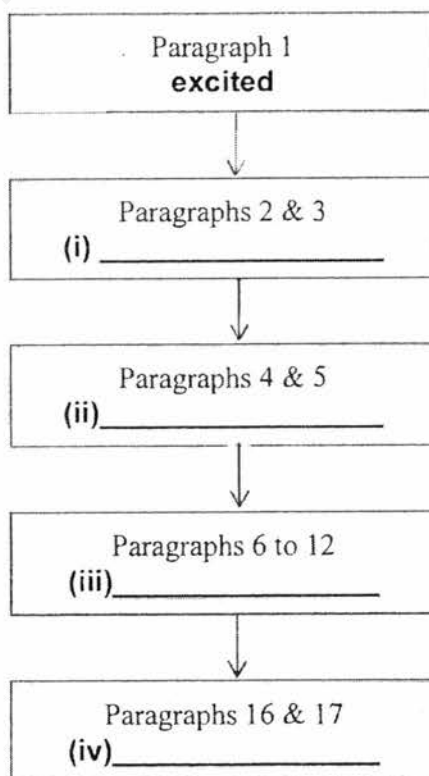
resigned

alienated

puzzled

fearful

FLOW CHART



Refer to Text 3 in the Insert for Questions 13 – 18.

- 13 (a) According to paragraph 1, why did Alex allow Charlie to seize his food? [1]

- (b) How did Alex salvage his pride? Answer in your own words. [2]

- (c) What does the word 'lesser' (line 5) suggest about Naruto's status in the group? [1]

- 14 Using your own words, identify two qualities in paragraph 2 that endear Rambo II to tourists? [2]

- 15 In paragraph 3, we are told that for an alpha male, 'his dominance is fragile'. What does this tell us about the reign of such a male as the head of the group? [1]

- 16 What do the females' attempts at 'resolving spats with grooming, and other peacemaking behaviors' (lines 13-14) tell you about their nature? [1]

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



- (a) Identify two examples from paragraph 4 that illustrate Christopher's view. [1]
 (i) _____
 (ii) _____
- (b) Explain with reference to paragraph 5 why Dawn feels as she does. [1]



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examinations 2017

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 25 April, 2017

Duration: 1 hr 50 mins

Time: 1045h – 1235h

INSERT

Setters: Mrs Hoe-Tan Tou Hwa & Mrs Angela Ong

[Turn over]

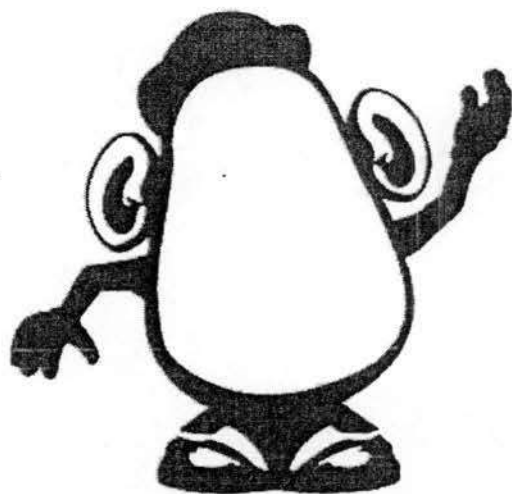
This INSERT consists of 4 printed pages.

Section A

Text 1

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

**WHEN YOU
LOSE YOUR
IDENTITY,
YOU'RE NO LONGER**



“MR PERSONALIT Y”

Don't be a victim of identity theft. Protect the private information on your computer.

Section B

Text 2

Read it carefully and answer Questions 6 to 12 in the Question Paper Booklet.

This story takes place around 1950. African Americans, especially those living in the South during this time, continued to be treated unfairly. Experiences like the one the American family in the story has when entering Mississippi outraged the blacks and many whites

- 1 My father, my mother, Wilma and I got into the Cadillac. My uncles, my aunts, my cousins got into the Ford, the Bick, and the Chevrolet, and we rolled off in our caravan headed south. Though my mother was finally riding in the Cadillac, she had no praise for it. In fact, she said nothing about it at all. She still seemed upset and since she still seemed to feel the same about the car, I wondered why she had insisted upon making this trip with my father. 5
- 2 We left the city of Toledo behind, drove through Bowling Green and down through the Ohio countryside of farms and small towns, through Dayton and Cincinnati, and across the Ohio River into Kentucky. On the other side of the river my father stopped the car and looked back at Wilma and me and said, "Now girls, from here on, whenever we stop and there're white people around, I don't want either one of you to say a word. *Not one word!* Your mother and I'll do all the talking. That understood?" 10
- 3 "Yes, sir," Wilma and I both said, though we didn't truly understand why.
- 4 My father nodded, looked at my mother and started the car again. We rolled on, down Highway 25 and through the bluegrass hills of Kentucky. Soon we began to see signs. Signs that read : WHITE ONLY. COLOURED NOT ALLOWED. Hour later, we left the Bluegrass State and crossed into Tennessee. Now we saw even more of the signs saying : WHITE ONLY. COLOURED NOT ALLOWED. We saw signs above water fountains and in restaurant windows. We saw them in ice-cream parlours and at hamburger stands. We saw them in front of hotels and motels, and on the restroom doors of filling stations. I didn't like the signs. I felt as if I were in a foreign land. 15
- 5 I couldn't understand why the signs were there and I asked my father what the signs meant. He said they meant we couldn't drink from the water fountains. He said they meant we couldn't stop to eat in the restaurants. I looked at the grand picnic basket. I had been enjoying so much. Now I understand why my mother had packed it. Suddenly the picnic did not seem so grand. 20
- 6 Finally we reached Memphis. We got there at a bad time. Traffic was heavy and we got separated from the rest of the family. We tried to find them but it was no use. We had to go on alone. We reached the Mississippi state line and soon after we heard a police siren. A police car came up behind us. My father slowed the Cadillac, then stopped. Two white policemen got out of their car. They eyeballed the Cadillac and told my father to get out. 25
- 7 "Whose car is this, boy?" they asked.
- 8 I saw anger in my father's eyes. "It's mine," he said.
- 9 "You're a liar," said one of the policemen. "You stole this car." 30

- 10 "Turn around, put your hands on top of that car and spread-eagle," said the other policeman.
- 11 My father did as he was told. They searched him and I didn't understand why. I didn't understand either why they had called my father a liar and didn't believe that the Cadillac was his. I wanted to ask but I remembered my father's warning not to say a word and I obeyed that warning.
- 12 The policemen told my father to get in the back of the police car. My father did. One policeman got back into the police car. The other policeman slid behind the wheel of our Cadillac. The police car started off. The Cadillac followed. Wilma and I looked at each other and at our mother. We didn't know what to think. We were scared. 35
- 13 The Cadillac followed the police car into a small town and stopped in front of the police station. The policeman stepped out of our Cadillac and took the keys. The other policeman took my father into the police station. 40
- 14 "Mother-Dear!" Wilma and I cried. "What're they going to do to our daddy? They going to hurt him?"
- 15 "He'll be all right," said my mother. "He'll be all right." But she didn't sound so sure of that. She seemed worried.
- 16 We waited. More than three hours we waited. Finally my father came out of the police station. We had lots of questions to ask him. He said the police had given him a ticket for speeding and locked him up. But then the judge had come. My father had paid the ticket and they had let him go. 45
- 17 He started the Cadillac and drove slowly out of the town, below the speed limit. The police car followed us. People standing on steps and sitting on porches and in front of stores stared at us as we passed. Finally we were out of the town. The police car still followed. Dusk was falling. The night grew black and finally the police car turned around and left us. 50

"The Gold Cadillac" by Mildred D. Taylor

Section C

Text 3

The article below is about the crested black macaques on the Indonesian island of Sulawesi that the writer had an encounter with when she visited the island. Read the text carefully and answer Questions 13-18 in the Question Booklet.

- 1 In the confined forests of the Tangkoko-Batuangus-Duasaudara Nature Reserve near Bitung, on the island of Sulawesi, sat hunched over a beagle-size macaque called Naruto, scratching himself. At that moment a male named Alex approached Naruto from behind and mounted him. Charlie, the group's top-ranked, or alpha, male, had just grabbed a fig Alex was about to eat. Rather than risk a fight with Charlie, Alex had turned his frustration into a show of power over a lesser animal. 5
- 2 In recent years the critically endangered macaques, known locally as yaki, have suffered a further drop in their numbers. The scientists are studying three main yaki groups in Tangkoko. They call the most gregarious Rambo II: its members, having been studied and loved by tourists, were quite tame a decade ago. Rambo I was also studied previously, but many years ago. The third group, Pantai Batu Hitam (or Beach of the Black Rocks, for the volcanic beaches the animals visit), is the most wary of humans. 10
- 3 Each group has about 80 members, with a strict hierarchy. An alpha male is the preferred mate of females, but his dominance is fragile. Once an alpha loses his spot, he can't get it back. Some ousted males leave the group and try to take over another. Females mostly get along, resolving spats with grooming, and other peacemaking behaviors.
- 4 During my first day in the woods, Raoul, the big alpha male of Rambo II, opened wide his mouth to show me his dagger-sharp canines, then sauntered by and swatted my calf with a stick – letting me know my place in the social order. 15
- 5 The males constantly test their standing, looking to move up in the hierarchy. "One exciting discovery is that males with certain personality traits – being self-confident and part of a big, diverse social network – are more likely to reach a high rank and thus sire more offspring," Antje Engelhardt, primatologist of England's Liverpool John Moores University, said. "So it's not your social status that affects your personality, but your personality affects your social status." 20
- 6 Yaki have just one natural predator, the reticulated python, but they have many enemies. Land clearers are pushing the monkeys around. Roadbuilders are hemming them in. And outlaw trappers have them running for their lives. Some farmers trap macaques on purpose to keep the monkeys from raiding crops. Monkeys also get caught in traps set for pigs, birds, or rats, which can mean quick cash for a trapper. "My staff has counted up to a hundred traps just within a small area inside the reserve boundaries," Engelhardt said. 25
- 7 The local pet trade thrives on captured or orphaned baby macaques – often malnourished and kept in tight quarters. But the bigger threat is that people in Sulawesi have been eating macaque meat for centuries. Today it goes for about two dollars a pound, and demand spikes during holidays. 30

- 8 Nofi Raranta, the top hunter from the town of Tompasobaru, a six-hour drive from Tangkoko, told me that his family sells about 15 macaques a week. But Indonesian law protects the endangered macaques. Does he worry about getting caught? "Just a little. The police," Raranta said with a half-smile, "they come sit and eat with us!" 35
- 9 Despite the many threats, the nonprofit *Selamatkan Yaki*¹ and the education arms of the Tasikoki Wildlife Rescue Centre and the Macaca Nigra Project cooperate to try to change hearts and minds about macaques. Teaching kids about the macaques attracts parents' support for their protection. According to Simon Purser, the manager of Tasikoki, "Kids are fantastic informants on people who keep them as pets." 40
- 10 Harry Hilser, program manager of *Selamatkan Yaki*, says ecotourism is surely part of the solution. "These monkeys are iconic. They've got great features – that punk hair and heart-shaped bum and those expressions. Yaki is a useful flagship, a mascot for Sulawesi." 45
- 11 As I reluctantly left Tangkoko for the last time, bumping along the trail on a motorbike, Raoul, the alpha male who had smacked my leg, wandered out from among the trees. He was alone, and after I pattered by, I glanced back to see him swagger into the middle of the path to watch me go. My guess: He was relieved that this invasive primate was finally leaving – without taking anything away.

¹*Selamatkan Yaki* : Save the Yaki

Adapted from "A Fight to Survive" by Jennifer S. Holland

Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examinations 2017

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 25 April, 2017

Duration: 1 hr 50 mins

Time: 1045h – 1235h

ANSWERS

Section A [5 marks]

Text 1

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

- 1 Who is the target audience? [1]
online computer users / anyone who uses the Internet
 [need to mention using Internet services or applications]

- 2 What is the purpose of this advertisement? [1]
 - to advise on protection of personal information from being used by unauthorised person/s
 OR
 - to warn of possible loss of personal information from being used by unauthorised person/s if care is not taken to protect it / to warn people not to give their personal information easily when they are on social media

- 3 Look at the image at the bottom right corner of the advertisement. With reference to the statement, "YOU'RE NO LONGER 'MR PERSONALITY'", explain [1]
 (a) how this complements the image.
 The facelessness implies no one will be able to tell the type of person we are as the face does not show how we feel, think or behave and the caption is ironically written.
 (b) what effect this will have on the reader. [1]
 sad / disappointed / upset / fearful that he or she will no longer have a personality as his or her identity gets stolen / will take action to protect personal information

- 4 Which sentence gives the main message of the advertisement? [1]
 "Don't be a victim of identity theft."

ANSWERS to Section A

NASA has an exciting new vision of future spaceflight – the return of humans to the moon by 2020 in preparation for visits to Mars but possibly beyond. Moon missions is essential to the exploration of more distant worlds. Extend lunar stays build the experience and expertise needed for the long-term space missions required to visit other planets. A moon may also be use as a forward base of operations on which humans learn how to replenish essential supply such as rocket fuel and oxygen, by creating them from local material. Such skills were essential for the future expansion of human presence into deeper space. Although ~~humans~~ have visited the moon before, our closest neighbour still ~~harbours~~ ~~their~~ own scientific mysteries to be explored – including the investigation of water ice near the moon's poles.

1. and (conjunction)

2. are (SVA)

3. Extended (WF)

4. The (determiner)

5. used (VF)

6. supplies (plural)

7. are (ense)

8. /

9. its (singular)

10. /

Section B [20 marks]

Refer to Text 2 in the Insert for Questions 5 – 12.

- 5 At the beginning of this text, the writer and her family were heading south in their Cadillac. Explain how the language used in the first two paragraphs tells us there might be trouble during this trip. Support your ideas with three details. [3]
- (a) "my mother was finally riding in the Cadillac" suggests that she was not willing to come on the trip / sit in the Cadillac
- (b) "she had no praise for it" / "she said nothing about it at all" seems to imply that the mother was not happy with the Cadillac
- (c) "she still seemed upset" implies she was not happy about going on this trip
- (d) "Not one word!" implies the father was expecting some trouble and would not want any of the children to say the wrong thing

[Any 3 responses.]

- 6 In Paragraph 4, we are told that "We saw signs above water fountains and in restaurant windows. We saw them in ice-cream parlours and at hamburger stands. We saw them in front of hotels and motels, and on the restroom doors of filling stations. I didn't like the signs. I felt as if I were in a foreign land." [Lines 16 to 18]

- (i) What does the repetition of the words 'We saw' suggest about the signs? [1]

They were everywhere.

- (ii) How do we know the writer was not at ease with them? [1]

The sentence 'I didn't like the signs,' suggests this. (There is no need to quote)

[Unacceptable : 'I felt as if I were in a foreign land.']

- (iii) In the same paragraph, what does the sentence 'I felt as if I were in a foreign land' tell us about how the writer felt? [1]

The writer did not feel a sense of belonging / felt alienated / felt unwelcomed.

- 7 In Paragraph 5, the writer looked at the grand picnic basket her mother had packed for the trip. Quote two phrases which emphasize the contrast in her feelings towards it? [1]

'had been enjoying so much'

'did not seem so grand'

[must have quotation marks]

[Unacceptable : 'You're a liar.' & 'You stole the car.' because these are sentences.]

- 8 In Paragraph 6, the writer and her family arrived at Mississippi state line and had an encounter with the police.

Identify words or phrases from Paragraphs 6 to 9 which suggest racial discrimination was in action. [2]

Sense of Discrimination	Words / phrases from the passage
(a) Police's suspicion	'eyeballed the Cadillac'
(b) Police's distrust	'liar' / 'stole'

[There is no need for quotation marks.]

- 9 In Paragraph 7, the police called the writer's father 'boy'. [Line 28] What was their attitude towards him? [1]

They were rather condescending. / They thought themselves as being superior.

10 From Paragraphs 10 to 13, the writer watched how her father was badly treated by the police.

- (i) What does the word 'spread-eagle' suggest about the way he was treated? [1]

He was treated like a criminal who needed to spread his legs apart with his hands on the top of the car and searched.

- (ii) Why did the writer not clarify the doubts she had about this treatment? Cite the evidence for this reason. [1]

Her father had earlier on warned her and her sister not to say anything whenever there were white people around. / "I obeyed that warning."

- (iii) How else did the police show they did not trust the writer's father? [1]

Her father was asked to sit in the back of the police car while one policeman drove their Cadillac to the police station.

- 11 The writer and her family could do nothing but watch the police take her father into the police station. How does the language show that the writer and her family were anxious as they waited for him to come out of the station? Support your answer with **three** pieces of evidence from lines 42 to 47. [3]

- (a) "What're they going to do to our daddy?" shows their worry over his safety
 (b) "They going to hurt him?" shows their worry over his safety
 (c) "But she didn't sound so sure of that." reflects even the mother was in doubt
 (d) She seemed worried." shows the writer knew her father was just trying to reassure them so that they would not worry.

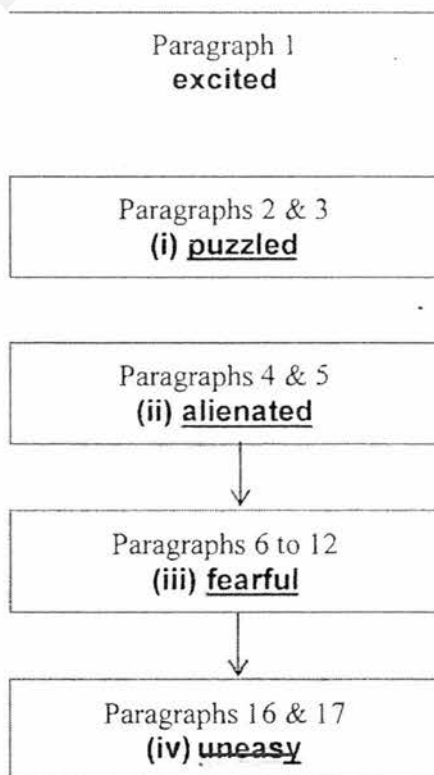
[Any 3 responses.]

- 12 The writer underwent a series of emotions as she and her family set off on their ride in their family car. Complete the flow chart by choosing **one** word from the box to describe the main feeling conveyed in each part of the text. There is one extra word in the box you do not need to use. [4]

FEELINGS

uneasy	resigned	alienated	puzzled	fearful
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FLOW CHART



Section C [25 marks]

Refer to Text 3 in the Insert for Questions 13 – 18.

- 13 (a) According to paragraph 1, why did Alex allow Charlie to seize his food? [1]
He did not want to fight with Charlie. / Charlie is the top-ranked male macaque.
- (b) How did Alex salvage his pride? Answer in your own words. [2]
He got up on Naruto / climbed onto Naruto's back (1) in order to show his control or dominance over him (1).
 Text: 'mounted him' + 'show of power'
- (c) What does the word 'lesser' (line 5) suggest about Naruto's status in the group? [1]
Naruto is lower in rank or inferior.
- 14 Using your own words, identify two qualities in paragraph 2 that endear Rambo to tourists? / [2]
Friendly / sociable (text – 'gregarious')(1)
Not dangerous / domesticated (text – 'tame')(1)
- 15 In paragraph 3, we are told that for an alpha male, 'his dominance is fragile'. What does this tell us about the reign of such a male as the head of the group? [1]
Short / not long-lasting or the alpha male position can be easily usurped or his control can be easily broken or his power can be easily lost
- 16 What do the females' attempts at 'resolving spats with grooming, and other peacemaking behaviors' (lines 13-14) tell you about their nature? [1]
They are peace-loving / not inclined to fight, not violent.
- 17 Here is a part of a conversation between two students, Christopher and Dawn, who have read the article.

I think that aggression is the way an alpha shows his might and stays at the top in the hierarchy.



Christopher Dawn

No, the writer mentions other ways which are more effective in staying at the top in the hierarchy.

- (a) Identify two examples from paragraph 4 that illustrate Christopher's view. [1]
 (i) **The alpha opened wide his mouth to show the writer his dagger-sharp canines.**
 (ii) **He swatted her calf with a stick.**
- (b) Explain with reference to paragraph 5 why Dawn feels as she does. [1]
Alphas who are self-assured / self-confident and have friendly relations with many different males / are part of a big, diverse social network have a better standing in the hierarchy. [rephrasing is optional.]

18 Using your own words as far as possible, summarise the negative effects of man's actions on the macaques and the ways to enhance their survival. [15]

Use only information from paragraphs 6-10.

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).

Man has endangered the lives of macaques in several ways...

S/N	Text	Own words
Negative effects of man's actions on the macaques		
1	Land clearers are pushing the monkeys around.	Land clearers are forcing the macaques to vacate/leave their homes or reducing the size of their habitats.
2	Roadbuilders are hemming them in.	Roadbuilders are keeping them in a restricted space.
3	Outlaw trappers have them running for their lives.	Illegal trappers are causing the threatened macaques to flee or poachers are catching them.
4	Some farmers trap macaques on purpose to keep the monkeys from raiding crops.	Farmers intentionally catch macaques (to stop them from stealing their crops).
5	Monkeys also get caught in traps set for pigs, birds, or rats, which can mean quick cash for a trapper.	Those accidentally caught are sold for money.
6	The local pet trade thrives on captured or orphaned baby macaques	Macaques are sold as pets
7	But the bigger threat is that people in Sulawesi have been eating macaque meat for centuries.	or for food.
8	The police, Raranta said with a half-smile, "they come sit and eat with us!"	The police do not enforce the law protecting macaques.
Ways to enhance the macaques' survival		
9	Teaching kids about the macaques attracts parents' support for their protection.	Education encourages children and their parents to safeguard the macaques' welfare/lives/interests.
10	"Kids are fantastic informants on people who keep them as pets."	Children will tell on those who keep macaques captive.
11	ecotourism is surely part of the solution "These monkeys are iconic... Yaki is a useful flagship, a mascot for Sulawesi."	Making the macaques the symbol of Sulawesi and promoting ecotourism based on macaque sightings will help in conserving them.

**** The End ****

Name: _____ ()

Class: _____

CHIJ ST NICHOLAS GIRLS' SCHOOL
 Secondary 4
 Continual Assessment 2 (70 Marks)

ENGLISH LANGUAGE**1128/01****Paper 1****3 May 2017****1 hour 50 minutes****READ THESE INSTRUCTIONS FIRST**

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

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

Do not use highlighters, glue, correction fluid or correction tape.

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

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

For **Section B** and **Section C**, write your answers on foolscap paper.

At the end of the examination, hand up all sections separately.

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

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

This document consists of 5 printed pages.



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

[Turn over]

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about Timberland's reforestation project in China's Horqin Desert. The first and the last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

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

Examples:

I arrived to my destination at 2pm.

at

My mother always wears sensible clothes.

✓

Timberland is a company with a passion for the outdoors, and it understands the
 need to preserve the environment. One of its community service project is the 1
 Horqin Desert Reforestation Project. The situation in Horqin is dire. Overgrazing 2
 and excess deforestation have led to desertification, changing a once lush and 3
 green Horqin Pasture into the desert. Timberland is still working hard to establish 4
 an environment in which the local people, whom are predominantly engaged in 5
 pastoral agriculture, can carry on with the work on its own initiative. To this end, 6
 getting the local people to understand the methods and benefits of the greening 7
 working is important. Timberland is continuing its tree-planting activities in Horqin 8
 Desert, hoping that it will recover its lush greenness. From April 2010, the company 9
 has plant one million trees and plans to plant two million more. On top of tree 10
 planting, it has plans to commit to other long-term sustainable programmes as well.

Adapted from: *Asian Geographic*, July 2011

Section B [30 marks]

Begin your answer on a fresh page.

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

You should look at the printout of a brochure on page 4, study the information carefully and plan your answer before beginning to write.

You are a Sports Leader and your PE Teacher has asked you to plan a fun learning journey during the Sports Week for your classmates to experience a new sport. You came across a poster highlighting interesting activities suitable for them.

Write an email to your PE Teacher to:

- suggest one activity from the poster
- explain how this activity will provide a balance of learning and fun
- state why you think this learning journey would be a good way to inspire students to continue to adopt an active lifestyle.

Write your email in clear, accurate English and in a persuasive, enthusiastic tone to convince your PE Teacher.

You should use your own words as much as possible.

[Turn over

SPORTS WEEK!

Stand Up Paddle

- Stand Up Paddle increases your strength as you navigate your standing self through the sea.
- Holding your arms taunt and using your torso to power your paddling, it is a great workout for your upper body and legs.
- The gentle turning motions as you move your paddle will strengthen your core muscles.

Ultimate Frisbee

- Ultimate Frisbee increases your endurance, speed and jumping ability.
- Train your entire body to build stronger muscles, primarily your legs, core, shoulders and arms.
- With the sudden twists, turns and pivots, you will surely emerge leaner and quicker.

Inline Skating

- Inline skating is a low impact and high calorie-burning sport.
- Train your quadriceps every time you extend your knees and flex your hips.
- Skating forces you to use your core muscles more because you have to balance and control your body when you are on wheels.

Mixed Martial Arts

- Mixed Martial Arts is a high impact sport that increases endurance and flexibility.
- Train your core muscles as you perform at high power for five 5-minute rounds.
- Build your body with strength training and learn to stretch correctly for improved flexibility.

Section C [30 marks]

Begin your answer on a fresh page.

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

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

- 1 What are some values that are highly prized in your society?
- 2 'Even the simplest things can be beautiful.' Write about how some simple gestures or words have moved you.
- 3 'Mothers should not go out to work when their children are very young.' What are your views?
- 4 'Voluntary work is always worth doing.' Do you agree?

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about Timberland's reforestation project in China's Horqin Desert. The first and the last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

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

Examples:

I arrived to my destination at 2pm. at

My mother always wears sensible clothes.

Timberland is a company with a passion for the outdoors, and it understands the	
need to preserve the environment. One of its community service projects is the	1 projects
Horqin Desert Reforestation Project. The situation in Horqin is dire. Overgrazing	2 ✓
and excess deforestation have led to desertification, changing a once lush and	3 excessive
green Horqin Pasture into the desert. Timberland is still working hard to establish	4 a
an environment in which the local people, whom are predominantly engaged in	5 who
pastoral agriculture, can carry on with the work on its own initiative. To this end,	6 their
getting the local people to understand the methods and benefits of the greening	7 ✓
working is important. Timberland is continuing its tree-planting activities in Horqin	8 work
Desert, hoping that it will recover its lush greenness. From April 2010, the company	9 Since
has plant one million trees and plans to plant two million more. On top of tree	10 planted
planting, it has plans to commit to other long-term sustainable programmes as well.	

Adapted from: *Asian Geographic*, July 2011



圣尼各拉女校
CHI J ST. NICHOLAS GIRLS' SCHOOL
Girls of Grace • Women of Strength • Leaders with Heart

Name ()	Class 4 _____
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ANGLICAN HIGH SCHOOL
PRELIMINARY EXAMINATION 2017
SECONDARY FOUR

S4

ENGLISH LANGUAGE
Paper 1 Writing

1128/01
Monday 17 July 2017
1 hour 50 minutes

Additional Materials: Writing Paper × 04

READ THESE INSTRUCTIONS FIRST

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

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

For **Section A**, write your answers in the spaces provided.
For **Section B** and **Section C**, write your answers on separate papers provided.
Indicate the Question Number for **Section C** at the top right corner of your answer paper.

At the end of the examination, attach this set of Question Booklet to **Section B** of your answer script.
Hand in **Section C** separately.

The number of marks is given in brackets [] at the head of each section.
The total of the marks for this paper is **70**.

For Examiner's Use

Sections	Marks	
Section A		10
Section B		30
Section C Question No:		30
Total		70

Assessment noted by:
Name & Signature of Parent/Guardian
Date

This question paper consists of 5 printed pages.

2

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the Singapore Girl. 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.

.....✓.....

Dressed in her signature sarong kebaya, the Singapore Girl is a symbol
 of Asian hospitality. Journeying to become a Singapore Girl is no walk in a 1
 park as cabin crew would complete a rigorous 15-week training comprising 2
 classroom and on-the-job training. Singapore Airlines is 70 this year 3
 and the Singapore Girl is ever ageless, her smiling face inseparable 4
 from the national carrier, who is now an acclaimed airline with 109 5
 aircraft. Having made impeccable service one of its selling point, 6
 Singapore Airlines, scours local and overseas to find the best talent 7
 for its crew. Once candidates are chosen, they are put by an intensive 8
 training so that they uphold a positive and professional image of 9
 the Airline. Basic postures while standing, sitting, and reaching were also 10
 covered besides social and business etiquette.

Section B [30 marks]

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

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

As the President of the Student Council, you have been asked by your Principal to help organise your school's annual Career Day talks for the graduating students. The aim of these talks is to give the students a glimpse of the possible occupations available for them when they move into the working world.

Last year, the event was a success but the seniors made the following observations:

- The sessions commenced after school which made it inconvenient for students.
- The Question and Answer Session was very short
- Since the sessions ran concurrently, students could only attend one talk.

Write a report to the school's Career Guidance Officer giving details of your plans for this year's Career Day talks. Your report should include the following:

- two choices of talks that would benefit the entire cohort
- one other talk not from the poster that your schoolmates would like to attend and why
- details of how the sessions could be organised to address the feedback given by the seniors last year.

Write your report in clear, accurate English, with relevant explanations and details to persuade the Career Guidance Officer that this would be a successful Career Day for the graduating classes.

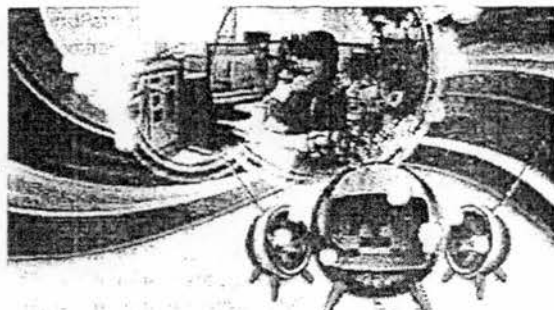
You should use your own words as much as possible.

CAREER DAY TALKS

CALLING ALL STUDENTS!

HERE ARE SOME EXCITING CAREER OPTIONS FOR YOU. EXPERTS FROM THE DIFFERENT INDUSTRIES ARE WILLING TO SHARE THEIR EXPERIENCES WITH YOU.

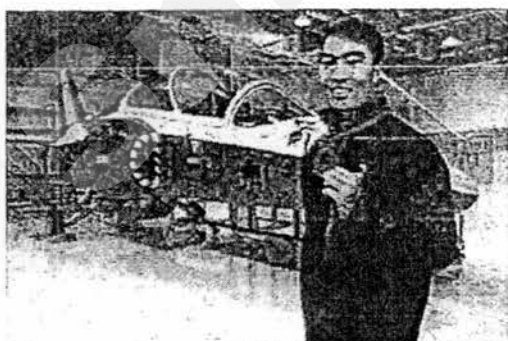
Approach your school's career guidance officer for more details.



THE GAMING INDUSTRY

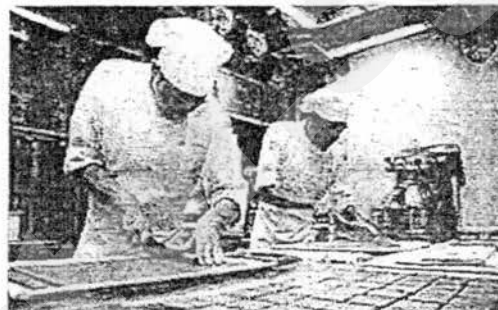
The gaming industry now generates more revenue than the music or movie industry, and video game companies that produce many of the world's best games have set up offices in Singapore.

Like the games themselves, the industry is now a serious force to reckon with. The need for highly-skilled game developers and designers is at an all-time high, whether it's to work on current franchises or to develop the next big thing. Want to know more? Listen to some of the professional game designers.



AVIATION ENGINEERING

Every time we hear an aircraft roaring above us, we look up to the sky and marvel at how these huge machines overcome gravity to stay airborne, how they are made, and how some of them can even fly faster than the speed of sound! In this session, some of our aviation experts will attempt to unravel some of these mysteries for you.



BAKING AND CULINARY SCIENCE

Future Master Chefs, take note. If you dream of creating the perfect dish, sweet or dessert, stop dreaming and let science help you. Take the guesswork out of baking and culinary work and uncover the science behind the recipes and techniques that you do. With the scientific know-how, you'll be able to create innovative recipes ready for production scale-up, improving productivity through technology whilst ensuring consistent quality for the food and beverage (F&B) industry. Our renowned chefs will surely leave you asking for more.



PHARMACEUTICAL SCIENCES

Why are some medicines labelled as "poison"? How do they work to cure diseases? Join this field and learn about the effects of drugs on the human body. Gain the knowledge and skills required to design, analyse, manufacture and market new therapies for diseases.

Section C [30 marks]

Begin your answer on a fresh page.

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

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

- 1 'Today's youth follow fashion trends blindly.' What are your views?
- 2 Some schools organise overseas exchange programmes. What do you think are some of the benefits and drawbacks of these programmes?
- 3 'Experience is the best teacher.' What are some life lessons you have learnt from experience?
- 4 'Singapore is a melting-pot of cultures.' Describe some unique features of Singapore that show the truth of this statement.

END OF PAPER

Acknowledgements:

Section A: Adapted from 'The making of the Singapore Girl', The Straits Times Feb 20, 2017

Section B: Adapted from <http://www.tp.edu.sg/courses>

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the Singapore Girl. 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.

✓

Dressed in her signature sarong kebaya, the Singapore Girl is a symbol

of Asian hospitality. Journeying to become a Singapore Girl is no walk in a 1 the

park as cabin crew would complete a rigorous 15-week training comprising 2 must

classroom and on-the-job training. Singapore Airlines is 70 this year 3 trainings

and the Singapore Girl is ever ageless, her smiling face inseparable 4 but

from the national carrier, who is now an acclaimed airline with 109 5 which

aircraft. Having made impeccable service one of its selling point, 6 points

Singapore Airlines, scours local and overseas to find the best talent 7 locally

for its crew. Once candidates are chosen, they are put by an intensive 8 through

training so that they uphold a positive and professional image of 9 =

the Airline. Basic postures while standing, sitting, and reaching were also 10 are

covered besides social and business etiquette.



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

PRELIMINARY EXAMINATION 2017

SECONDARY FOUR EXPRESS / FIVE NORMAL (ACADEMIC)

**ENGLISH LANGUAGE
PAPER 1128/ 1**

INSERT

1 HOUR 50 MINUTES

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Submit Section A separately.

This insert consists of 2 printed pages.

INDEX NO: _____

TOTAL MARKS: /10

SECTION A [10 marks]

Carefully read the text below, consisting of 12 lines, about a reading programme. 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:

This delicious meals can be made quickly.

These

Europe is a popular travel destination.

✓

The reading and learning needs of the underserved are an ongoing focus to our service delivery. We establish library services benefitting children in special-need schools, welfare homes and orphanages. Donations will be used to buy library material and to organise programmes that will enhance their learning or reading. kidsREAD helps to develop the reading habit among children from lesser well-to-do families between the ages of four and eight. The five-year programme have been designed by early childhood educators. It helps children to develop a love for reading and enhance their English language skills. Children would participate in storytelling, acting, dancing, poem recitals and crafts activities, games and outings. This equips them to better manage their studies, confidently articulate their thoughts and grow up with optimism and higher self-esteem.

1
2
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Source: <https://www.nlb.gov.sg/SupportUs/ContributetokidsREAD.aspx>



Anglo-Chinese School (Barker Road)

PRELIMINARY EXAMINATION 2017

SECONDARY FOUR EXPRESS / FIVE NORMAL (ACADEMIC)

ENGLISH LANGUAGE
PAPER 1128/ 1

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

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

Section A is an insert.

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

For **Section B** and **Section C** write your answers on the separate Answer Paper provided.

At the end of the examination, **submit Sections A, B and C separately**.

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

This paper consists of **4** printed pages.

SECTION B [30 marks]

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

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

You are the Head Student Councillor of your school and you have been tasked by your teacher to nominate your friend, James Wong, for the Singapore Youth Award 2017. You have seen the webpage about the award and what the panellists are looking out for. Write an email to the organisation, listing the contributions and values that your friend, James Wong, has and reasons why he is deserving of the award.

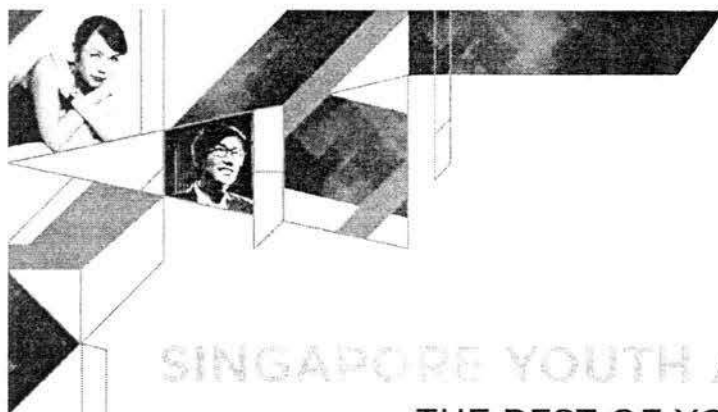
In your email you should:

- introduce who James is and his role in the school
- discuss two qualities from the nomination criteria that James has and explain how he has exemplified these values
- share two contributions he has made to the school or community and make a case for why he deserves the award

Write your email in clear, accurate English and in a formal, polite tone to convince the organisation that James is a deserving recipient of the Singapore Youth Award 2017.

You may add any other details you think will be helpful.

You should use your own words as much as possible.



SINGAPORE
YOUTH
AWARD

SINGAPORE YOUTH AWARD 2017

THE BEST OF YOUTH

The National Youth Council (NYC) would like to invite nominations for the Singapore Youth Award (SYA) 2017.

Now entering its 41st year, the SYA recognises young Singaporeans from ages 15 to 35 who have contributed greatly to the social fabric of the nation. As beacons of excellence, the SYA recipients are inspirational figures for the youth community. They are constantly challenging norms, beating the odds, and soaring above boundaries.

We look forward to receiving your nominations for SYA 2017, and thank you for your support.



**MR MUHAMMED
RIDUAN BIN
ZALANI**
Singapore Youth
Award 2013 Recipient

Is a trailblazer
and leader in
their chosen
field

Displays
resilience in
overcoming
challenges?

Is dedicated
to serving
the
community?

Is an inspiring
role model to
other youth?

Shows
determination
in the pursuit of
aspirations?



MS TAY PIN XIU
Singapore Youth
Award 2010 Recipient

If you have answered yes to at least **TWO** of the above, nominate that young person for Singapore's highest accolade by sending an email to www.sya.sg by **26 October 2017, 6.00pm**

Join us in honouring the next generation of youth excellence.
Nominate a young Singaporean today!

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1. Teenagers today are too sheltered and they lack the resilience to face challenges in life. Do you agree with this view?
2. How far do you agree that everyone should be free to express their personal opinion?
3. Discuss the advantages and disadvantages of being popular.
4. Describe a time when you had to forgive someone. Why do you think it is so hard to forgive and forget?

END OF PAPER

Section A : Adapted from <https://www.nlb.gov.sg/SupportUs/ContributiontoKidsREAD.aspx>
Section B : Adapted from <https://nyc.gov.sg/initiatives/awards/sya>



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

PRELIMINARY EXAMINATION 2017

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

**ENGLISH LANGUAGE
PAPER 1128/02**

INSERT

1 HOUR 50 MINUTES

INSTRUCTIONS TO CANDIDATES:

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

This insert consists of 6 printed pages.

TEXT 1

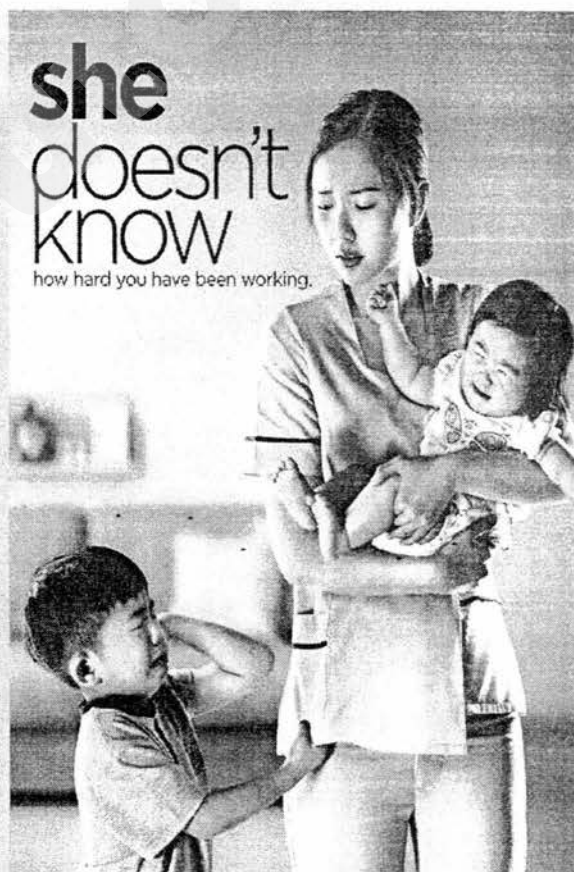
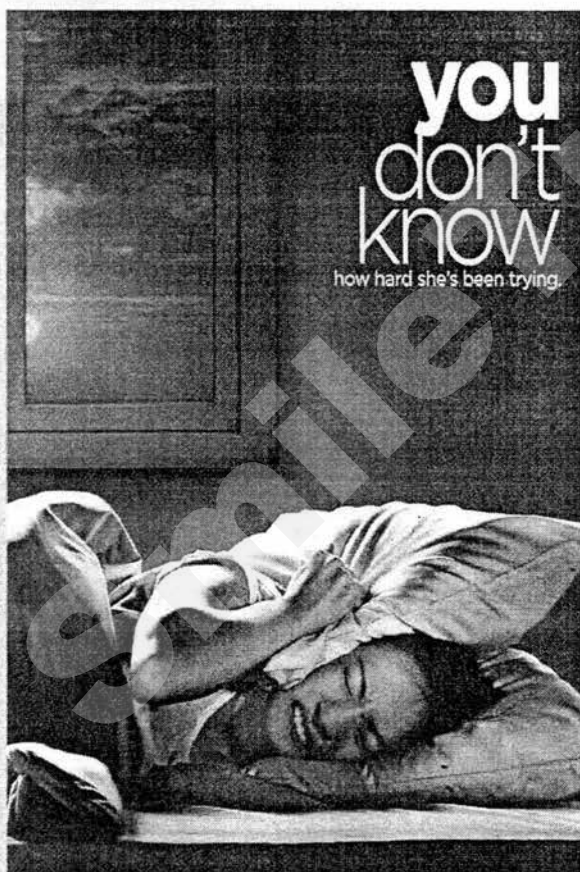
Study the article below and answer Questions 1 - 4 in the Question Booklet.

Blog Posted on 6 July 2015

WILL A NATION OF KINDNESS SOON MATERIALISE?

"By definition, a nation is a community brought together by common culture and history, but these two factors alone are not enough to foster unity and coherence. We remain strangers to one another unless we choose to break the ice," said Dr William Wan, Singapore Kindness Movement's general secretary.

This July, the Singapore Kindness Movement presents a new campaign entitled "Neighbours", which will speak to the heart of the quintessential heartlander. While acknowledging the stress that can be sparked by a lack of consideration shown by others living nearby, the campaign also offers an alternative perspective of seeking friendship among neighbours.



Neighbours by chance. Friends by choice. Take the first step to know your neighbours.

Sometimes, inconveniences happen. Our first reaction may be to think of our neighbours as irresponsible and inconsiderate. But if we got to know them better, we'd better understand their needs, and they, ours. And everyone would be more willing to adapt and forgive. We can't choose our neighbours, but we can choose to make them friends.

Text 2

In the text below, the writer describes Angkor Wat, one of the most important archaeological sites in Cambodia. Read it carefully and answer Questions 5 - 15 in the Question Booklet.

- 1 Pools of water reflect the harmony and majesty of Angkor Wat's structures, while its five soaring towers resemble the lush forms of the green trees surrounding them. The most recognizable landmark at the Unesco World Heritage site of Angkor, the temple is regarded by many as the pinnacle of the dazzling, inventive culture that flourished in medieval Cambodia. 5
- 2 Built during the heyday of the Khmer dynasty in the 12th century, this extraordinary complex of Hindu and Buddhist monuments remained hidden and unknown, especially to European missionaries. It was only in 1601 that a Spanish monk, Marcelo de Ribadeneyra, compiled the experiences of missionaries, whose zeal had pushed them south from Siam (modern-day Thailand) into the thick jungle areas around the Mekong River. From there they brought back intriguing reports of "a great city in the kingdom of Cambodia" with "curiously carved walls" and huge buildings that had fallen into ruin. 10
- 3 These ruins were mentioned by other writers, including Gabriel Quiroga de San Antonio, who in 1604 became the first European to name one of the most distinctive of the monuments, which he referred to as "a temple with five towers called Angor *[sic]."
- 4 Under constant attack by its neighbours, the Kingdom of Cambodia was in a weakened state by the 17th century. With little knowledge of the region's history, the missionaries assumed that Angkor must have been built by another civilization. 20
- 5 In fact, it is now believed Cambodia was once a major world power. A 2015 survey of the site has confirmed that colossal cities once lay near Angkor, and that Cambodia could well have been the largest empire on Earth in the 12th century. 25
- 6 From the ninth century, under the Khmer dynasty, Cambodia built up an empire that covered swaths of what is now Thailand, Vietnam, and Laos. When the Khmer king Suryavarman II built the Angkor Wat temples in the 1100s, the empire was at the peak of its power. Angkor Wat, meaning "capital temple," was sacred to the Hindu god Vishnu, and the complex's architecture was greatly influenced by Indian style. In a sign of the region's shifting religious loyalties, it was later adapted for Buddhist worship. 30
- 7 In the 1400s, the empire declined. The city was partly abandoned and rapidly swallowed by vegetation. Hundreds of years later, its mystery gave rise to outlandish myths among the first Europeans who saw it: Spanish missionaries attributed it to leaders like Alexander the Great, while others theorized it had been built by Jews who had passed through the region before settling in China. 35
- 8 In the mid-19th century, French colonial expansion into the area helped spark renewed interest in the history of Cambodia, and especially in finding the "lost" temple city of Angkor. After the French exploratory team left Saigon in 1866, it did take a detour to explore Angkor. The French spent a week mapping the 40

buildings and documenting the ruins. Louis Delaporte, a young artist, made a set of engravings in a bid to capture the deep impression the site's beauty made on him. At first, Delaporte's attempts to promote Khmer art in France were shunned. However, the display of Khmer artifacts at the Exposition Universelle in Paris in 1878 made a powerful impression on the public; soon after, Delaporte's collection was given a home at the Trocadéro Museum in Paris. Thanks to these displays, Khmer art became known to the rest of the Western world.

45

** [sic] – used in brackets after a quoted word that appears odd, to show that the word is quoted exactly as it stands in the original text.*

Text 3

The text below is about the thriving Wildlife in the Carpathians. Read it carefully and answer Questions 16 – 22 in the Question Booklet.

- 1 Signs of bears are everywhere in the thick forests that cloak the Zarnesti Gorge in Romania's southern Carpathians. Tree trunks are scarred by deep gouges where they've been scrambling up into the canopy. In places bark has been peeled back by bears hungry for the rich, sweet sap, leaving sticky wounds edged by tufts of wiry hair. The soft ground is stamped with unmistakable five-clawed paw prints alongside droppings speckled with seeds from wild raspberries. 5
- 2 Its rich mosaic of habitats has made the Carpathians one of the last bastions for some of our most iconic carnivores: bears, of course, and over 20 per cent of the Continent's wolves and 2,500 of Europe's 9,000 lynx. The Carpathians are also a stronghold for chamois, among the lynx's favourite prey. Red and roe deer, wild boar and pine marten roam the forests, while the pesticide-free grasslands are rich in insects. Leggy white storks strut through fields, while golden and lesser spotted eagles patrol the skies. All 10 species of European woodpecker make a home here – a sign that the ecosystem is in good health. 10
"They're the doctors of the forest," says local guide Dan Marin. "They get rid of all the bad things, like spruce bark beetle." 15
- 3 The remoteness of the Carpathians is one factor why the area has stayed so wild. "You can walk 60 or 70km without meeting anyone," says Adrian Hagatis, a project manager at Rewilding Europe. 20
- 4 A more surprising element in the preservation of Romania's wilderness is the country's communist past. Under the old regime, forests were state-owned, a well-managed national asset with logging only carried out on a small-scale, sustainable basis. "Forest management was one of the few good legacies of communism," says Hagatis. "Now the challenge is to maintain it." 25
- 5 Former dictator Nicolae Ceausescu's love of hunting also inadvertently benefitted wildlife. He banned local people from hunting in the woods, a right he reserved for himself and other party grandees. But he and his comrades were poor shots, and the bears they targeted were often drugged and tethered¹. As a result, the forest's megafauna flourished. There was nothing altruistic about it but the net results were good, not just for bears but other carnivores too. 30
Wildness needs large carnivores as they keep ungulates² in check, which prevents overgrazing and allows other species to thrive. The willingness of Romanians to live alongside bears and wolves has also protected the Carpathian's wildness. 35
- 6 Around the Piatra Craiului National Park, bears have started to come into towns to raid bins in recent years. Nearby Busteni made international headlines in 2012 when two bears were shot while raiding dumpsters in the town. Now the locals have found an alternative course of action. Rather than embark on a cull, park rangers have introduced feeding stations deep in the woods. Overlooked by 40
hides, they have proved popular with bears and tourists alike.
- 7 Despite Romania's pragmatic approach to conservation, the Carpathian wilderness is under threat. As the country's economy grows, so do its trading requirements, and motorways are being built across the mountains. These act

like a fence to wildlife. Overgrazing is a problem, too. Though today Romania 45
has almost the same number of sheep as 25 years ago, only half the grassland
remains, much of it lost to urbanisation and ill thought out reforestation.

- 8 Poaching and hunting also cause problems when large carnivores and the 50
herbivores they prey on are targeted. Many conservationists see no role for
hunting in the Carpathian mountains, if they are to be truly wild. Groups such as
Rewilding Europe and the Foundation Conservation Carpathia (FCC), founded
in 2009, have been buying up these permits and turning the land into 'no-take
zones' to thwart the hunters. And in October 2016 the Romanian government
announced a ban on the hunting of large carnivores, ending years of sanctioned 55
killing of bears, wolves and lynx.

Tethered¹ – tie an animal with a rope or chain so as to restrict its movement

Ungulates² – group of animals that consists of horses, deer, camels, pigs, giraffes and cattle

Text 1 – Adapted from <https://kindness.sg/blog/2015/07/06/getting-to-know-your-neighbours/>

Text 2 – Adapted from National Geographic – 'Angkor Wat: Seeking the Hidden Temples of Cambodia'

Text 3 – Adapted from 'Bears in Dracula County' by Mark Hillsdon

Section B :	/ 20
Section C : (Text 3)	/ 10
Section C : (Summary)	/ 15
TOTAL :	/ 50



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

PRELIMINARY EXAMINATION 2017

SECONDARY FOUR EXPRESS/5 NORMAL (ACADEMIC)

**ENGLISH LANGUAGE
PAPER 1128/02**

1 HOUR 50 MINUTES

INSTRUCTIONS TO CANDIDATES:

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

Answer **all** questions.

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

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

This paper consists of 9 printed pages

Section A [5 marks]

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

- 1 What is the purpose of this text? [1]

- 2 Look at the photograph on the right. How does this photograph convey the main purpose of the blog post? [2]

- 3 **'Neighbours by chance. Friends by choice. Take the first step to know your neighbours.'** [1]
State one way in which the writer uses language to engage the reader.

- 4 Refer to the bottom section of this blog post. What is one quality suggested by the writer which neighbours should have towards each other? [1]

Section B [20 marks]

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

- 5 Explain how the language used in paragraph 1, highlights the grandeur of Angkor Wat. [2]
Support your ideas with **two** details from Paragraph 1.

- 6 'Built during the heyday of the Khmer dynasty in the 12th century'. (Line 6) [1]
What does the word 'heyday' reveal about Cambodia's past?

- 7 The writer relates about the missionaries in Paragraph 2.

- (i) What does the word 'zeal' suggest about the missionaries' attitude regarding their journey? [1]

- (ii) Where did the missionaries discover the ruins of Angkor Wat? [1]

- 8 In Paragraph 2, we see the great changes which Cambodia had undergone. Identify [2]
two expressions of **not more than three words each** which emphasise this contrast.

- 9 The missionaries reported that Angkor Wat had 'curiously carved walls' according to Paragraph 2. In what way is this expression effective? [1]

- 10 Referring to Paragraph 4, explain **in your own words** why the missionaries thought that Angkor Wat was built by another civilisation. [2]

- 11 In Paragraph 5, we are told that 'Cambodia was once a major world power'. Which two other expressions in the same paragraph highlight this point? [2]

- 12 Which two religions influenced the architecture of Angkor Wat? [1]

- 13 With reference to Paragraph 7, what is unusual and effective about the expression 'swallowed by vegetation'? [2]

(i) It is unusual because _____

(ii) It is effective because _____

- 14 In Paragraph 7, what is the writer implying about the reports given by the first Europeans from the expression 'outlandish myths'? [1]

15. The structure of this text reflects the different historical stages of Cambodia and Angkor Wat. Complete the flowchart by choosing one word from the box to summarise the main focus of each stage. There are some extra words in the box you do not need to use. [4]

divine	unrecognised	renowned	forgotten	attractive	powerful
--------	--------------	----------	-----------	------------	----------

Paragraph 4 : (i) _____



Paragraph 5 - 6 : (ii) _____



Paragraph 7 : (iii) _____



Paragraph 8 : (iv) _____

Section C [25 marks]

Refer to Text 3 on pages 5 - 6 of the Insert for Questions 16 – 22.

16. In paragraph 1, the writer tells us that the forests 'cloak the Zarnesti Gorge'. What does the word 'cloak' suggest about the forests? [1]

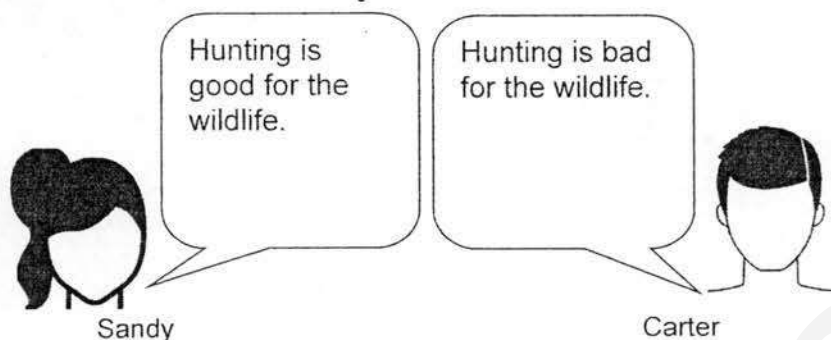
17. Using your own words, identify **two** reasons why the tree trunks were "scarred by deep gouges" (line 2)? [2]

18. Identify **two** words in paragraph 2 that suggest that the different wildlife are "in good health". [1]

19. In paragraph 2, the writer tells us that the "Carpathians are also a stronghold...". Identify another word in paragraph 3 that suggests the same meaning? [1]

20. In paragraph 4, the writer states that "a more surprising element in the preservation of Romania's wilderness is the country's communist past." What is effective about the word "surprising"? [2]

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



- (a) Give two pieces of evidence from paragraph 5 to support Sandy's view [2]

- (b) Explain with reference to paragraph 5 why Carter feels as he does. [1]

- Use only information from paragraphs 3 - 8.

Wildlife in the Carpathians is thriving due to ...

SmileTutor

SmileTutor.sg

No. of words :

/80

End of Paper



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

PRELIMINARY EXAMINATION 2017

SECONDARY FOUR EXPRESS / FIVE NORMAL (ACADEMIC)

**ENGLISH LANGUAGE
PAPER 1128/1**

INSERT

1 HOUR 50 MINUTES

SUGGESTED ANSWER

This insert consists of 2 printed pages.

INDEX NO: _____

TOTAL MARKS: /10

SECTION A [10 marks]

Carefully read the text below, consisting of 12 lines, about a reading programme. 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:

This delicious meals can be made quickly.

These

Europe is a popular travel destination.

✓

The reading and learning needs of the underserved are an ongoing focus

to our service delivery. We establish library services benefiting children in

1. in (preposition)

special-need schools, welfare homes and orphanages. Donations will be used

2. special-needs (nouns)

to buy library material and to organise programmes that will enhance their

3. materials (plural noun) □

learning or reading. kidsREAD helps to develop the reading habit among

4. and (conjunction)

children from lesser well-to-do families between the ages of four and eight.

5. less (adverb)

The five-year programme have been designed by early childhood educators. It

6. has (SVA)

helps children to develop a love for reading and enhance their English

7. ✓

language skills. Children would participate in storytelling, acting, dancing,

8. will (modal verb)

poem recitals and crafts activities, games and outings. This equips

9. poetry (part of speech)

them to better manage their studies, confidently articulate their thoughts

10. ✓

and grow up with optimism and higher self-esteem.

Source: <https://www.nlb.gov.sg/SupportUs/ContributetokidsREAD.aspx>

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



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

PRELIMINARY EXAMINATION 2017

SECONDARY FOUR EXPRESS/5 NORMAL (ACADEMIC)

**ENGLISH LANGUAGE
PAPER 1128/02**

1 HOUR 50 MINUTES

SUGGESTED ANSWERS

Section A [5 marks]

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

- 1 What is the purpose of this text? [1]

ANS:

- promote kindness between neighbours
- encourage / persuade / challenge the reader to get to know their neighbours / show understanding towards their neighbours / (take the initiative) to form friendships with their neighbours

*do not accept 'convince' and 'raise awareness'

[Note : answer must include the 'purpose' word]
(Any one answer)

- 2 Look at the photograph on the right. How does this photograph convey the main purpose of the blog post? [2]

ANS:

- It shows a lady/mother trying her very best/struggling to pacify/calm two children who are crying.
- This will encourage readers to be more understanding towards their neighbour/creates a sense of empathy in the reader for their neighbour

- 3 'Neighbours by chance. Friends by choice. Take the first step to know your neighbours.' [1]

State one way in which the writer uses language to engage the reader.

ANS:

- use of short sentences to create impact/grab attention
 - use of imperative ('Take the first step') to encourage the reader to take action
 - use of the pronoun 'your' to address the reader directly/engage the reader on a personal level
 - use of parallelism to show impact and contrast
- (Any one answer)

- 4 Refer to the bottom section of this blog post. What is one quality suggested by the writer which neighbours should have towards each other? [1]

ANS:

- understanding
- adaptability / willingness to adapt
- forgiving / willingness to forgive

*do not accept 'forgiveness' as it is not a quality

(choose to make friends with each other / get to know each other better – Not Accepted as this is not a 'quality'.)

Section B [20 marks]

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

- 5 Explain how the language used in paragraph 1, highlights the grandeur of Angkor Wat. [2]
Support your ideas with **two** details from Paragraph 1.

ANS:

- 'harmony and majesty of Angkor Wat's structures' suggests that the architecture / structures look magnificent / stately / resplendent / beautiful
- 'five soaring towers' indicates that the towers are very tall / impressive size

Do not accept 'pinnacle of dazzling' as it refers to culture, not Angkor Wat itself.

- 6 'Built during the heyday of the Khmer dynasty in the 12th century'. (Line 6) [1]
What does the word 'heyday' reveal about Cambodia's past?

ANS:

- it was once very powerful / glorious / successful

- 7 The writer relates about the missionaries in Paragraph 2. [1]

- (i) What does the word 'zeal' suggest about the missionaries' attitude regarding their journey? [1]

ANS:

- enthusiastic / passionate

- (ii) Where did the missionaries discover the ruins of Angkor Wat? [1]

ANS:

- jungle areas around the Mekong River (answer must include 'jungle areas')

- 8 In Paragraph 2, we see the great changes which Cambodia had undergone. Identify [2]
two expressions of **not more than three words each** which emphasise this contrast.

ANS:

- a great city
- fallen into ruin

*Pairing needs to show contrast. Otherwise, no marks will be awarded.

- 9 The missionaries reported that Angkor Wat had 'curiously carved walls' according to Paragraph 2. In what way is this expression effective? [1]

ANS:

- highlights that they found Angkor Wat intriguing / unusual / interesting OR
- highlights their ignorance / lack of knowledge about the magnificence of Angkor Wat when they first saw it

- 10 Referring to Paragraph 4, explain **in your own words** why the missionaries thought that Angkor Wat was built by another civilisation. [2]

[From Passage : With little knowledge of the region's history, the missionaries assumed that Angkor must have been built by another civilization.]

ANS:

- they had little awareness of Cambodia's history/past OR they did not know that Cambodia was once a great empire
 - so they did not expect Cambodia to be capable of building/constructing/erecting such a grand structure OR they concluded that Angkor must have been constructed by another nation
- (1m for each point)

- 11 In Paragraph 5, we are told that 'Cambodia was once a major world power'. Which two other expressions in the same paragraph highlight this point? [2]

ANS:

- colossal cities
- largest empire

- 12 Which two religions influenced the architecture of Angkor Wat? [1]

ANS:

- Hinduism AND Buddhism

Do not accept 'hindu' as it is not a religion or 'indian religion' as religion is not tied to race.

- 13 With reference to Paragraph 7, what is unusual and effective about the expression 'swallowed by vegetation'? [2]

ANS:

- (i) It is unusual because vegetation usually makes way for cities to be built, but in this instance / case, the city is overtaken by the jungle / vegetation.

(ii) It is effective because it highlights how the city was totally/completely hidden/ buried / engulfed by the vast jungle

- 14 In Paragraph 7, what is the writer implying about the reports given by the first Europeans from the expression 'outlandish myths'? [1]

ANS:

- reports were exaggerated / not founded on truth / fanciful tales

15. The structure of this text reflects the different historical stages of Cambodia and Angkor Wat. Complete the flowchart by choosing one word from the box to summarise the main focus of each stage. There are some extra words in the box you do not need to use. [4]

divine	unrecognised	renowned	forgotten	attractive	powerful
--------	--------------	----------	-----------	------------	----------

Paragraph 4 : (i) **ANS: unrecognised**



Paragraph 5 - 6 : (ii) **ANS: powerful**



Paragraph 7 : (iii) **ANS: forgotten**



Paragraph 8 : (iv) **ANS: renowned**

Section C [25 marks]

Refer to Text 3 on pages 5 - 6 of the Insert for Questions 16 – 22.

16. In paragraph 1, the writer tells us that the forests 'cloak the Zarnesti Gorge'. What does the word 'cloak' suggest about the forests? [1]

ANS: It tells us that the forests are so dense / thick that the gorge is not visible / that it covers the gorge visibly.

17. Using your own words, identify **two** reasons why the tree trunks were "scarred by deep gouges" (line 2)? [2]

ANS:

- Bears have been climbing (scramble) high up the trees (canopy)
- Bears have scraped / pulled apart (peeled back) the barks to taste its sweep sap.

18. Identify **two** words in paragraph 2 that suggest that the different wildlife are "in good health". [1]

ANS:

Any 2 of the 3

- Roam
- Strut
- Patrol

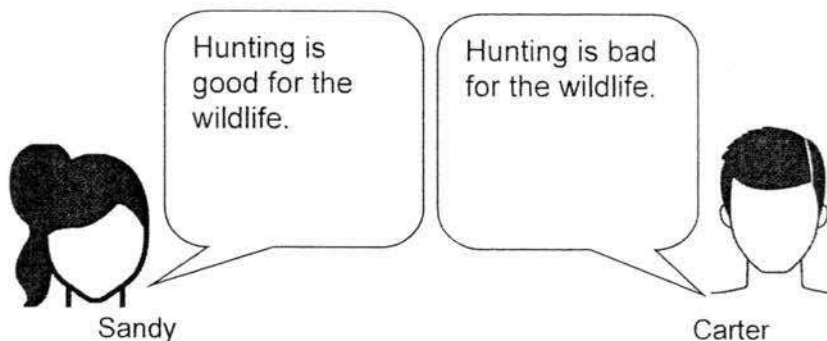
19. In paragraph 2, the writer tells us that the "Carpathians are also a stronghold...". Identify another word in paragraph 3 that suggests the same meaning? [1]

ANS: Bastions

20. In paragraph 4, the writer states that "a more surprising element in the preservation of Romania's wilderness is the country's communist past." What is effective about the word "surprising"? [2]

ANS: It tells us that people did not expect the country's communist past to have a positive impact on the thriving wildlife in the Carpathians.

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



- (a) Give two pieces of evidence from paragraph 5 to support Sandy's view [2]

ANS:

- His love for hunting has caused him to ban the local people from hunting in the wood
- Nicolae Ceausescu and his comrades were poor shots and hence, the wildlife thrive

- (b) Explain with reference to paragraph 5 why Carter feels as he does. [1]

ANS:

- Bears were often drugged and tethered as a result.

22. Using your own words as far as possible, summarise the reasons why the Carpathians have stayed so wild and how it is under threat. [15]

Use only information from paragraphs 3 - 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).

Wildlife in the Carpathians is thriving due to ...

From the Passage	Own Words
1. The remoteness of the Carpathians	it being obscure / secluded / distant / isolated
2. ...the country's communist past	the nation's communist history / background
3. forests were state owned	forests were national property
4. logging only on a small scale	logging happened in small quantity
5. Nicolae Ceausescu's love of hunting...He banned local people from hunting in the woods, a right he reserved for himself and other party grandees.	has led to them banning hunting for its citizens, allowing only party officials to hunt
6. But he and his comrades were poor shots	but fortunately, they had poor aiming
7. Megafauna flourished	large animals thrived / bears were not killed
8. The willingness of Romanians to live alongside bears and wolves has also protected the Carpathian's wilderness.	Romanians keenness to cohabit/coexist with bears and wolves helped.
9. ... bears have started to come into towns to raid bins in recent years.... Rather than embark on a cull, park rangers have introduced feeding stations deep in the woods.	Bears were attracted to food in dumpsters ... Instead of killing them, they built areas to feed them.
10. As the country's economy grows, so do its trading requirements	But, it is under threat due to the country's growth in economy and trade
11. ... and motorways are being built across the mountains. These act like a fence to wildlife	Leading to motorways being built, penning / enclosing the wildlife / keeping the wildlife contained / in captivity
12. Overgrazing is a problem too...	urbanisation, poorly planned reforestation and overgrazing is a problem
13. ...much of the grassland lost to urbanisation	

14. ... and ill thought out reforestation.	
15. Poaching and hunting also cause problems when large carnivores and the herbivores they prey on are targetted	Poaching and hunting too.

Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Preliminary Examinations 2017

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 1 August, 2017

Duration: 1 hr 50 mins

Time: 1045h – 1235h

INSERT

Setters: Mdm Marina (Sections A & C) & Ms Grace Chong (Section B)

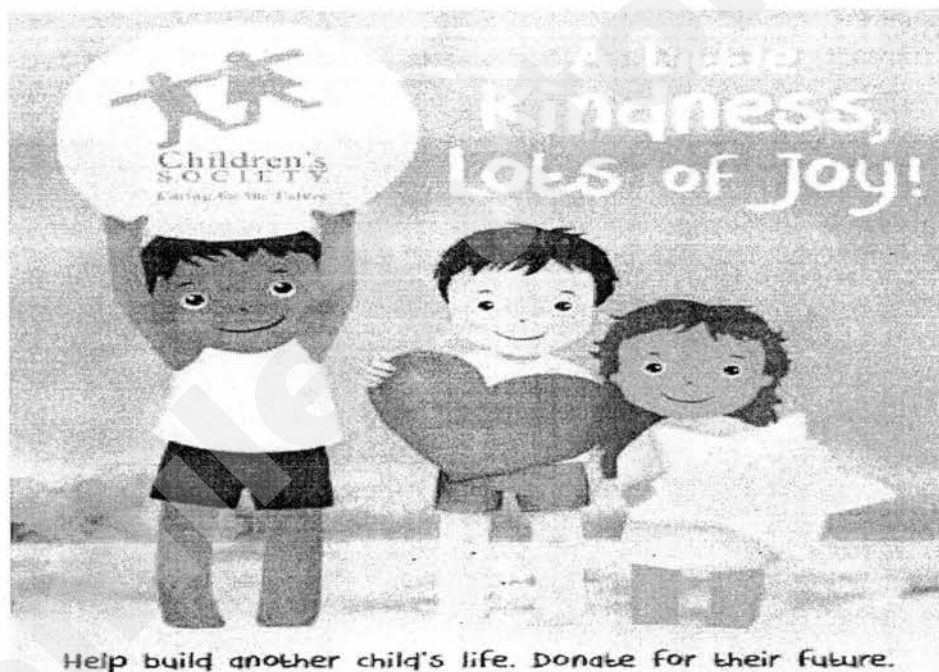
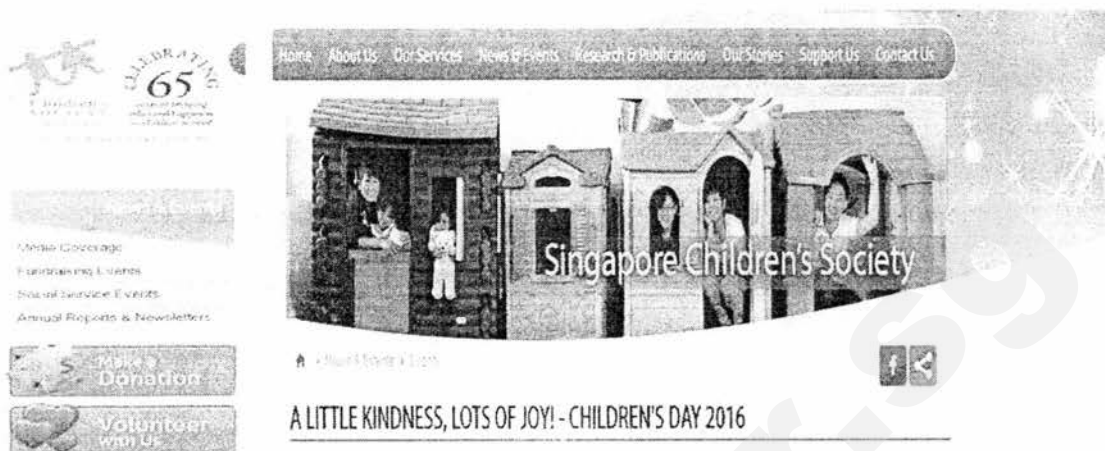
[Turn over]

This INSERT consists of 5 printed pages.

Section A

Text 1

Study the webpage below and answer Questions 1 – 5 in the Question Booklet.



We believe that children, in their own ways, can make a difference to other children in need. On this extraordinary day, we would like to spread love and charity amongst the young ones and highlight the significance of compassion and giving.

You may contact us at any time between September and November for a donation envelope and encourage your child to make a contribution.

To request for donation envelopes, you may complete and submit the response form here. All donations will go towards Singapore Children's Society's programmes and outreach efforts.

For more information or to request for donation envelopes, kindly contact Ms Michelle Too at mtoo@childrensociety.org.sg or Ms Huang Aijuan at ajhuang@childrensociety.org.sg, or call them at 6273 2010.

Section B

Text 2

In May 1963 a National Geographic Society-sponsored expedition put American climbers on top of Mount Everest for the first time. Among them was Geographic photographer Barry Bishop. In the text, he describes the disaster which threatened their summit attempt. Read the passage carefully and answer Questions 6 – 15 in the Question Booklet.

- 1 "Lute, I think I'm going mad," I spoke through clenched teeth to Lute Jerstad, lying beside me in the two-man tent. For several hours I had been fighting a terrifying claustrophobia. We were alone at Camp VI, 8367 metres up on the South-east Ridge of Everest. I suppressed a wild desire to break out of the cluttered tent.
- 2 As all climbers know, lack of oxygen produces weird mental effects. The thin air and the antibiotics I had been taking caused my claustrophobia – and a muddled sense of balance as well. Lying flat, I felt as if I was at an absurd and sickening angle. Nausea wrenched my stomach. Breathing was quick and shallow. By bracing myself semi-upright, I maintained some semblance of equilibrium. 5
- 3 Finally I turned the regulator to increase the flow of oxygen into the plastic sleeping mask.
- 4 Drifting snow had compressed the sides of the tiny tent, robbing us of a third of our floor space. We were trying to sleep amid the chaos of equipment, clothing, oxygen apparatus, medicines and photographic supplies. 10
- 5 For me, braced in my awkward position, the hours passed like a slow nightmare. However, the increased oxygen finally took effect. Almost in command of myself once more, I too closed my eyes and slept. 15
- 6 At five o'clock I woke up, feeling much better. Lute was already moving about the tent, melting snow on two butane stoves for some hot soup. Our extremely heavy breathing and the excessively low humidity at this high altitude sapped the body fluids at an alarming rate – sometimes almost half a cup an hour.
- 7 The bad night and disastrous morning had thrown us two hours behind schedule. Not until eight o'clock, still with no breakfast, did we slog upward at the monotonous, dreary pace mountaineers find necessary at such elevations. The weather was magnificent – windy but clear. Fluffy cumulus clouds clung to the sides of the surrounding mountains. 20
- 8 Just before eleven o'clock, we attained the crest of the Southeast Ridge. From here we looked down the 3000-metre drop of the Kangshung face into Tibet. 25
- 9 Lute resumed the lead. Dead ahead we spied our first goal, the South Summit. It towered some 150 metres above us. In an exhausting two and a half hours, we gained only about 60 metres of those forbidding metres. At a rocky outcrop, we paused for the only food to take that day – a quarter of a candy bar.
- 10 At 8,700 metres my first cylinder of oxygen ran dry. Lute checked his and found it almost empty. We halted on a small sloping ledge to change bottles. Discarding the old cylinders, we leaned back against the mountain. 30
- 11 Suddenly I tripped over one of the empty bottles at my feet and flew out into space. Instinctively, I twisted mid-air. Hitting the slope face down, I clawed at the snow with hands and feet. I managed to stop. 35
- 12 I glanced to my left and saw Lute beside me, holding me with his right hand. He had jumped out after me, flipped on his belly, and grabbed me. We crawled back up to the ledge, and lay there for a long moment.
- 13 We continued with our packs lighter now. We mounted toward the South Summit very slowly. Upward we climbed. At two o'clock we reached the South Summit of Everest – our first station. 40

- 14 The view was spectacular. To the north stretched the rolling brown hills of the Tibetan Plateau, crowned by range upon range of snow-capped peaks. India, to the south, lay veiled beneath a solid mass of clouds.
- 15 For 45 minutes we stayed on the summit – seated in deference to the powerful wind that threatened to blast us back down the mountain. 45
- 16 About four in the afternoon, short of oxygen, we began the descent. Life-giving gas hissed once more into our masks, but we allowed ourselves a barely perceptible one litre a minute. The wind, blowing strongly still, stretched the rope between us into a taut crescent that arced over emptiness beyond the crest.
- 17 Lute went first as we traversed a section of the corniced ridge. He disappeared around a bend in the undulating snow. The rope, stiffened by the wind, caught the edge of the cornice, cut itself a groove and hooked the edge. Danger! 50
- 18 I shouted into the 110 kilometre gusts, but Lute heard nothing. The fouled rope drew me inexorably toward the edge. I dived onto the snow and wriggled out on the cornice, attempting to free the rope. Scrambling back, we thanked God it was the last climb of the day. 55

Adapted from Himalayan Adventures - National Geographic Magazine

Section C

Text 3

The article below is about the problems of gold mining and the advantages that it can bring to poor regions where gold mining is practised. Read the text carefully and answer Questions 16 – 23 in the Question Booklet.

- 1 For more than 500 years the glittering seams trapped beneath the glacial ice in the Peruvian Andes have drawn people to this place. Among the first were the Inca, who saw the perpetually lustrous metal as the 'sweat of the sun'. But it is only now, as the price of gold soars, that 30,000 people have flocked to La Rinconada, a town in Peru, turning a lonely prospectors' camp into a squalid shantytown on top of the world. Fueled by luck and desperation, sinking in its own toxic waste and lawlessness, this no-man's-land now teems with dreamers and schemers anxious to strike it rich, even if it means destroying the environment – and themselves – in the process. 5
- 2 For thousands of years the desire to possess gold has driven people to extremes, fueling wars and levelling mountains and forests. Gold is not vital to human existence; it has, in fact, relatively few practical uses. Yet its chief virtues – its unusual density and malleability along with its imperishable shine – have made it one of the world's most coveted commodities, a transcendent symbol of beauty, wealth and immortality. 10
- 3 For all of its allure, gold's human and environmental toll has never been so steep. Part of the challenge, as well as the fascination, is that there is so little of it. In all of history, only 161,000 tons of gold have been mined, barely enough to fill two Olympic-size swimming pools. Now the world's richest deposits are fast being depleted and new discoveries are rare. Most of the gold left to mine exists as traces buried in remote and fragile corners of the globe. It's an invitation to destruction. But there is no shortage of miners, big and small, who are willing to accept. 15
- 4 At one end of the spectrum are the armies of poor migrant workers converging on small-scale mines like La Rinconada. Employing crude methods that have hardly changed in centuries, they produce about 25 percent of the world's gold. It's a vital activity for these people – and deadly too. 20
- 5 In Congo in the past decade, local armed groups fighting for control of gold mines and trading routes have routinely tortured miners and used profits from gold to buy weapons and fund their activities. In East Kalimantan, the military, along with security forces of an Anglo-Australian gold company, forcibly evicted small-scale miners and burned their villages to make way for a large-scale mine. Thousands of miners who protested against a mining company in Peru faced tear gas and police violence. 25
- 6 The deadly effects of mercury are equally hazardous to small-scale miners. Most use mercury to separate gold from rock, spreading poison in both gas and liquid forms. This turns places like La Rinconada into a sort of Shangri-la in reverse: the pursuit of a metal linked to immortality only serves to hasten the miner's own mortality. 30
- 7 At the other end of the spectrum are vast, open-pit mines run by the world's largest mining companies. Using armadas of supersize machines, these big-footprint mines produce three-quarters of the world's gold. They can also bring jobs and development to forgotten frontiers. Newmont, a mining giant that now runs open-pit gold mines on five continents, has generated tens of thousands of jobs in poor regions. At Batu Hijau in eastern Indonesia, Newmont spends more than \$3 million on community development each year. Inside the gates of Batu Hijau, Newmont has carved out of the jungle an American-style suburb, where many of the mine's employees live. Along the smoothly paved streets, there are various facilities such as a bank and an international school. The mining giant has also provided five villages where the rest of its workers live with electricity. Health clinics have been set up in these villages. 40
- 8 Gold mining, however, generates more waste per ounce than any other metal, and the mines' mind-bending disparities of scale show why: these gashes in the Earth are so massive they can be seen from space, yet the particles being mined in them are so microscopic that, in many cases, more than 200 could fit on the head of a pin. Even as mining giants have spent millions to mitigate the environmental impact, there is no avoiding the brutal calculus of gold mining. 45

Adapted from "The Price of Gold" by Brook Larmer

Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL
Preliminary Examinations 2017
SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 1 August, 2017

Duration: 1 hr 50 mins

Time: **1045h – 1235h**

Read these instructions first.

Write in dark blue or black ink.

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

Answer all questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

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

Setters: Mdm Marina (Sections A & C) & Ms Grace Chong (Section B)

[Turn over]

This document consists of 8 printed pages.

Section A [5 marks]

Refer to Text 1 (the webpage) in the Insert for Questions 1-5.

- 1 Look at the main image in the centre of the webpage.
In what way does this image support the heading 'A Little Kindness, Lots of Joy!'? [1]
.....
.....
- 2 Refer to the text below the main image. Who is the intended target audience of this project? [1]
.....
.....
- 3 What is the effect of the statement "Help build another child's life" on the reader? [1]
.....
.....
- 4 Identify **two** phrases, of **three words each**, from this webpage which highlight the good values that the reader may gain from supporting this project. [1]
 (i)
 (ii)
- 5 Besides making a donation, how else can the reader help Singapore Children's Society? [1]
.....
.....

Section B [20 marks]

Refer to Text 2 in the Insert for Questions 6 – 15.

- 6 Barry and Lute were having a difficult time adjusting to the conditions at the camp. Explain how the language used in lines 1-2 emphasizes the mental state of the writer. Support your ideas with any three details from the paragraph. [3]
-
-
-
-
-
-
- 7 In lines 3-4 the writer says “I suppressed a wild desire to break out...” What does this phrase suggest about his feeling? Explain why he had this feeling. [2]
-
-
- 8 Give two reasons why the writer had a “muddled sense of balance” (line 6). [2]
-
-
-
- 9i In Paragraph 4, the writer mentioned that “Drifting snow... robbing us a third of our floor space.” How is the word “robbing” used effectively here? [1]
-
-
- ii Which one word suggests the disorderly condition in the tent? [1]
-
- 10 Using your own words, identify two conditions that show that the writer and his companion were at high altitude. [2]
-
-

- 11 “We continued with our packs lighter now.” (line 39)
Give one reason for this. [1]

.....

- 12 “To the north stretched the rolling brown hills of the Tibetan Plateau, crowned by range upon range of snow-capped peaks. India, to the south, lay veiled beneath a solid mass of clouds.” (lines 41-43)
i Explain how the writer creates a contrast between these two sentences. [1]

.....

- ii What is the purpose of this contrast? [1]

.....

- 13 Suggest a reason why the writer and his friend stayed on the summit for 45 minutes (line 44). **Answer in your own words.** [1]

.....

- 14 What is the significance of using the exclamation mark after the word “Danger” in line 52? [1]

.....

- 15 In this text, the writer describes the challenges they had to face during the summit attempt. Complete the flow chart by choosing one phrase from the box to summarise the main challenge of the expedition described in each part of the text.
There are some extra phrases in the box that you do not need to use. [4]

sleeplessness due to the discomfort	suffering from claustrophobia and thinness of air	difficult climb due to the high elevation, and windy conditions
anger and frustration mounted	lost balance due to tripping over the oxygen cylinder	strong rush of wind caused ropes to be caught at the edge of the cornice

loss of body fluids

Flow Chart

Paragraph 1:

(i) suffering from claustrophobia and thinness of air



Paragraphs 2 – 3:

(ii) [1]



Paragraph 6:

(iii) [1]



Paragraphs 7 – 10:

(iv) [1]



Paragraphs 17 – 18:

(v) [1]

Section C [25 marks]

Refer to Text 3 in the Insert for Questions 16 – 23.

- 16 Find **two** different words in paragraph 1 which describe the shiny appearance of gold. [1]

.....

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



Alice: I'm not surprised that people are driven to mine gold.



Ben: Although gold mining is attractive, it has definitely brought great problems over time.

- (i) Give one reason from paragraph 1 to support Alice's view. [1]

.....
.....

- (ii) State **two** examples from paragraph 2 that Ben can give to support his view. Answer in your own words.

(i) [1]

.....

(ii) [1]

.....

- 18 From paragraph 2, identify **two** phrases, of not more than **five words each**, which highlight the fact that gold is actually not an important metal.

(i) [1]

(ii) [1]

- 19 With reference to paragraph 3, state clearly what miners are willing to compromise. [1]

.....

.....

.....

.....

- 20 Which one word in paragraph 4 tells us that the workers do not use modern technology for their mining work? [1]

.....

- 21 What attitude towards gold mining is suggested in lines 29-30? [1]

.....

.....

- 22 With reference to paragraph 8, explain in what way gold mining is an uneconomical activity. **Answer in your own words.** [1]

.....

.....

.....

.....

Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Preliminary Examinations 2017

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 1 August, 2017

Duration: 1 hr 50 mins

Time: 1045h – 1235h

Read these instructions first.

Write in dark blue or black ink.

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

Answer all questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

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

ANSWERS

Setters: Mdm Marina (Sections A & C) & Ms Grace Chong (Section B)

[Turn over]

This document consists of 9 printed pages.

Section A [5 marks]

Refer to Text 1 (the webpage) in the Insert for Questions 1-5.

1	Look at the main image in the centre of the webpage. In what way does this image support the heading 'A Little Kindness. Lots of Joy!'?	
	- The image shows children with smiles on their faces and this emphasises the happiness that one's donation brings to the beneficiaries.	[1]
2	Refer to the text below the main image. Who is the intended target audience of this project?	
	- Parents and children (<i>both must be stated</i>)	[1]
3	What is the effect of the statement "Help build another child's life" on the reader?	
	- The reader will be <u>encouraged</u> / <u>persuaded</u> to help the less privileged children (by donating to the society) OR - The reader will <u>feel that he can contribute</u> to the organisation to help the less privileged children.	[1]
4	Identify two phrases, of three words each , from this webpage which highlight the good values that the reader may gain from supporting this project.	
	(i) Love and charity	
	(ii) Compassion and giving	[1]
5	Besides making a donation, how else can the reader help Singapore Children's Society?	
	- Volunteer with the organization	[1]

Section B [20 marks]

Refer to Text 2 in the Insert for Questions 6 – 15.

6	Barry and Lute were having a difficult time adjusting to the conditions at the camp. Explain how the language used in lines 1 – 2 emphasizes the mental state of the writer. Support your ideas with any three details from the paragraph. (3 marks)
	The writer used language of extreme distress – “I think I’m going mad” language of controlled irritability and annoyance – “I spoke through clenched teeth” language of fear – “I had been fighting a terrifying claustrophobia”
7	In lines 3 – 4 the writer says “I suppressed a wild desire to break out...” What does this phrase suggest about his feeling? Explain why he had this feeling. (2 marks)
	<u>Feeling of desperation / to be freed from the enclosed tent but had no other option</u>
8	Give two reasons why the writer had a “muddled sense of balance.” (2 marks)
	<u>lack of oxygen</u> <u>effects of the antibiotics he had taken</u>
9 i)	In Paragraph 4, the writer mentioned that “Drifting snow... robbing us a third of our floor space.” How is the word “robbing” used effectively here? (1 mark)
	<u>It emphasizes his frustration/annoyance/no way to protest as the snow had taken over whatever limited space he had.</u>
(ii)	Which one word suggests the disorderly condition in the tent? (1 mark)
	<u>chaos</u>
10	Using your own words, identify two conditions that show that the writer and his companion were at high altitude. (2 marks)
	<u>heavy breathing – deep or laboured breathing that could be heard</u> <u>excessively low humidity – air is very dry</u>
11	“We continued with our packs lighter now.” (line 39) Give one reason for this. (1 mark)
	<u>They had thrown away their empty cylinders.</u>
12	“To the north stretched the rolling brown hills of the Tibetan Plateau, crowned by range upon range of snow-capped peaks. India, to the south, lay veiled beneath a solid mass of clouds.” (lines 41-43)
(i)	Explain how the writer creates a contrast between these two sentences. (1 mark)

	<p><u>North - long and detailed description of the beautiful scene</u></p> <p><u>South - mere mention - short - no detailed description</u></p>
(ii)	<p>What is the purpose of this contrast? (1 mark)</p> <p><u>To show visibility of the Tibetan Plateau vs non-visibility of India/difference in visibility between the two different places</u></p>
13	<p>Suggest a reason why the writer and his friend stayed on the summit for 45 minutes (line 44). Answer in your own words. (1 mark)</p> <p><u>They were admiring the picturesque / scene in front of them / mesmerised by the beautiful scenery in front of them / they had to remain seated there to stay safe from the strong wind.</u></p>
14	<p>What is the significance of using the exclamation mark after the word "Danger" in line 52? (1 mark)</p> <p><u>To evoke in the reader the feeling of a life and death situation / a great sense of imminent disaster / sense of desperate urgency or the fear of an imminent death</u></p>
15	<p>In this text, the writer describes the challenges they had to face during the summit attempt.</p> <p>Complete the flow chart by choosing one phrase from the box to summarise the main challenge of the expedition described in each part of the text.</p> <p>There are some extra phrases in the box that you do not need to use. (4 marks)</p>
<p>sleeplessness due to the discomfort / suffering from claustrophobia and thinness of air / difficult climb due to the high elevation, and windy conditions</p> <p>anger and frustration mounted / lost balance due to tripping over the oxygen cylinder / strong rush of wind caused ropes to be caught at the edge of the cornice</p> <p>loss of body fluids</p>	

Flow Chart

Paragraph 1:

(i) suffering from claustrophobia and thinness of air



Paragraphs 2 – 3:

(ii) sleeplessness due to the discomfort

Paragraph 6:

(iii) loss of body fluids

Paragraphs 7 – 10:



(iv) difficult climb due to the high elevation and windy conditions

Paragraphs 17 – 18:

(v) strong rush of wind caused the ropes to be caught at the edge of the cornice

Section C [25 marks]

Refer to Text 3 in the Insert for Questions 16 – 23.

16	Find two different words in paragraph 1 which describe the shiny appearance of gold.	
	‘glittering’ and ‘lustrous’	[1]
17	Here is part of a conversation between two students, Alice and Ben, who have read the article.	
	<div>  <p>Alice: I’m not surprised that people are driven to mine gold.</p> </div> <div>  <p>Ben: Although gold mining is attractive, it has definitely brought great problems over time.</p> </div>	
(i)	Give one reason from paragraph 1 to support Alice’s view.	
	<p>- The price of gold has soared / increased.</p> <p><i>(paraphrasing is not required)</i></p>	[1]
(ii)	State two examples from paragraph 2 that Ben can give to support his view. Answer in your own words.	
	(i) Has led to battles / armed conflicts <i>(Psg: fueling wars)</i>	[1]
	(ii) Has destroyed / flattened the environment / hills and jungles <i>(Psg: levelling mountains and forests)</i>	[1]
18	From paragraph 2, identify two phrases, of not more than five words each , which highlight the fact that gold is actually not an important metal.	
	(i) ‘not vital to human existence’	[1]
	(ii) ‘relatively few practical uses’	[1]
19	With reference to paragraph 3, state clearly what miners are willing to compromise.	
	They are willing to compromise on the health of nature / the environment.	[1]

	OR	
	They earn money / gain profits from gold at the expense of the environment.	
20	Which one word in paragraph 4 tells us that the workers do not use modern technology for their mining work?	
	'crude'	[1]
21	What attitude towards gold mining is suggested in lines 29-30?	
	The writer is critical towards gold mining.	[1]
22	With reference to paragraph 8, explain in what way gold mining is an uneconomical activity. Answer in your own words.	
	- Extremely large areas of land are mined / excavated / destroyed (Psg: gashes are so massive) yet only minute / extremely small pieces / fragments of / very little gold are/is obtained (Psg: particles being mined in them are so microscopic)	[1]

23	Using your own words as far as possible, summarise the problems and benefits that gold mining has brought to mining communities. Use only information from paragraphs 5, 6 and 7. Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).	
	Gold mining has brought about various problems	
	
 No. of words : []	[15]

SUMMARY ANSWER

	Passage	Own Words
	Problems	<i>Note: names of countries/places are optional</i>
1	In Congo, local armed groups fighting for control of gold mines and trading routes have routinely tortured miners	such as miners (in Congo) being physically abused / severely hurt by armed gangs. / violent competition
2	In East Kalimantan, the military, along with security forces of an Anglo-Australian gold company, forcibly evicted small-scale miners	Miners (in East Kalimantan) were violently removed from their villages
3	burned their villages to make way for a large-scale mine	before these villages were torched / set on fire.
4	Thousands of miners who protested against a mining company in Peru faced tear gas and police violence.	Those who objected / revolted against a mining company (in Peru) were physically harmed by the police.
5	The deadly effects of mercury are equally hazardous to small-scale miners who use it	Miners who use mercury also suffer from its lethal impact. / Mercury can cause death to miners who use it.
	Benefits	[Language - clear signposting is required] However, gold mining
6	has generated tens of thousands of jobs in poor regions / bring jobs and development	has created jobs for people (living in less developed countries.)
7	community development ... Newmont has carved out of the jungle an American-	(In Batu Hijau) the workers live in a modern housing estate / now have a better living environment

	style suburb, where many of the mine's employees live.	
8	Along the smoothly paved streets, there are various facilities such as a bank and an international school.	with modern amenities.
9	The mining giant has also provided five villages where the rest of its workers live with electricity.	The miners' villages now have access to electricity
10	Health clinics have been set up in these villages.	and healthcare.

Gold mining has brought about various problems ...

such as miners in Congo being physically abused by armed gangs. Miners in East Kalimantan were violently removed from their villages before these villages were torched. Those who revolted against a mining company in Peru were physically harmed by the police. Miners who use mercury also suffer from its lethal impact. However, gold mining has created jobs for people living in less developed countries. In Batu Hijau the workers live in a modern housing estate with modern amenities. The miners' villages now have access to electricity and healthcare.

[10 points = 88 words]



CEDAR GIRLS' SECONDARY SCHOOL
Preliminary Examination One 2017
Secondary Four

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension
Insert

26 April 2017

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This document consists of 6 printed pages.

[Turn over

Section A

Text 1

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

File Edit View History Bookmarks Tools Help

http://www.bollywoodveggies.com

BOLLYWOOD VEGGIES

Paradise On Earth

Join us at Bollywood Veggies in the beautiful Kranji Countryside - Singapore

Bollywood Veggies is your sanctuary away from the bustle of the "Little Red Dot". Set in the rustic environment of the northwest Kranji Countryside, visiting it is a step back to Singapore's lush history. Our location provides a great opportunity to see a fresh side of the island, rejuvenate your senses, connect with family, and enjoy the simple pleasures of real food.

Welcome to Bollywood Veggies

EXPLORE



Ever wonder about the history of food and how it has influenced human civilisation? Join us for a 15-minute guided tour of the Bollywood Food Museum, covering the rich palette of humankind's interaction with food, the agricultural and industrial revolutions, and how food relates to the rise and fall of civilisations.

LEARN



Bringing you fresh, farm-to-table cuisine, our mission is to promote local agriculture, food security and a lifestyle of health and sustainability. We have an entire gamut of recipes to share with you so get hands-on with our tailored culinary classes.

ENJOY



Take a look at our options and find some new ways to learn about the farm, the countryside, and connect with our natural world. Visitors will be given the opportunity to touch, smell and taste some of the vegetables and fruits, herbs and spices, and medicinal plants.

Section B

Text 2

This extract tells the story of two snipers on opposing sides of the Irish Civil War. Read it carefully and answer Questions 5-13 in the Question Booklet.

- 1 On a rooftop near O'Connell Bridge, a Republican sniper lay watching. Beside him lay his rifle and over his shoulders was slung a pair of field glasses. His face was the face of a student, thin and ascetic, but his eyes had the cold gleam of a fanatic. They were deep and thoughtful, the eyes of a man who is used to looking at death. After eating his sandwich hungrily, he paused for a moment, considering whether he should risk a smoke. It was dangerous. The flash might be seen in the darkness, and there were enemies watching. He decided to take the risk. Placing a cigarette between his lips, he struck a match, inhaled the smoke hurriedly and put out the light. Almost immediately, a bullet flattened itself against the parapet of the roof. The sniper took another whiff and put out the cigarette. Then he swore softly and crawled away to the left. 5 10
- 2 Cautiously he raised himself and peered over the parapet. There was a flash and a bullet whizzed over his head. He dropped immediately. He had seen the flash. It came from the opposite side of the street. He rolled over the roof to a chimney stack in the rear, and slowly drew himself up behind it, until his eyes were level with the top of the parapet. There was nothing to be seen—just the dim outline of the opposite housetop against the blue sky. His enemy was under cover. 15
- 3 Suddenly from the opposite roof a shot rang out and the sniper dropped his rifle with a curse. The rifle clattered to the roof. The sniper thought the noise would wake the dead. He stooped to pick the rifle up. He couldn't lift it. His forearm was dead. "I'm hit," he muttered. With his left hand he felt the injured right forearm. The blood was oozing through the sleeve of his coat. There was no pain—just a deadened sensation, as if the arm had been cut off. 20
- 4 The sniper lay still for a long time nursing his wounded arm and planning escape. Morning must not find him wounded on the roof. He must kill that enemy and he could not use his rifle. He had only a revolver to do it. Then he thought of a plan. Taking off his cap, he placed it over the muzzle of his rifle. Then he pushed the rifle slowly upward over the parapet, until the cap was visible from the opposite side of the street. Almost immediately there was a report, and a bullet pierced the center of the cap. The sniper slanted the rifle forward. The cap clipped down into the street. Then catching the rifle in the middle, the sniper dropped his left hand over the roof and let it hang, lifelessly. After a few moments he let the rifle drop to the street. Then he sank to the roof, dragging his hand with him. 25 30
- 5 Crawling quickly to his feet, he peered up at the corner of the roof. His ruse had succeeded. The other sniper, seeing the cap and rifle fall, thought that he had killed his man. He was now standing before a row of chimney pots, looking across, with his head clearly silhouetted against the western sky. The Republican sniper smiled and lifted his revolver above the edge of the parapet. He took a steady aim. His hand trembled with eagerness. Pressing his lips together, he took a deep breath through his nostrils and fired. He was almost deafened with the report and his arm shook with the recoil. Then when the smoke cleared, he peered across and uttered a cry of joy. His enemy had been hit. He was reeling over the parapet in his death agony. He struggled to keep his feet, but he was slowly falling forward as if in a dream. The rifle fell from his grasp, hit the parapet, fell over, bounded off the pole of a barber's shop beneath and then clattered on the pavement. 35 40

- 6 Then the dying man on the roof crumpled up and fell forward. The body turned over and 45
over in space and hit the ground with a dull thud. Then it lay still. The sniper looked at
his enemy falling and he shuddered. The lust of battle died in him. He became bitten by
remorse. The sweat stood out in beads on his forehead. Weakened by his wound and
the long summer day of fasting and watching on the roof, he revolted from the sight of
the shattered mass of his dead enemy. His teeth chattered, he began to gibber to 50
himself, cursing the war, cursing himself, cursing everybody.
- 7 He decided to leave the roof and when the sniper reached the laneway on the street
level, he felt a sudden curiosity as to the identity of the enemy sniper whom he had
killed. He decided to risk going over to have a look at him. He peered around the corner
into O'Connell Street. In the upper part of the street there was heavy firing, but around 55
here all was quiet. The sniper darted across the street. A machine gun tore up the
ground around him with a hail of bullets, but he escaped. He threw himself face
downward beside the corpse. The machine gun stopped. Then the sniper turned over
the dead body and looked into his brother's face.

Section C

Text 3

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

- 1 At the end of the 19th century, a middle-aged Swedish engineer, a patent officer captivated by the promise and possibilities of technology, came up with a radical idea: Why not fly in a hydrogen balloon to become the first to discover the North Pole, then as mysterious and unknown as Mars? For years explorers had attempted to reach the Pole overland; many died trying. An air expedition, Salomon August Andrée reasoned, would eliminate much of the risk. And so, on a windy day in July 1897 Andrée and two younger colleagues climbed into the basket of a 67-foot-diameter balloon and soared into the air, aiming to float to a place no human had seen. 5
- 2 As soon as they lifted off, wind battered the balloon. Fog froze on it, weighing it down. For 65 and a half hours the *Eagle* skittered along, sometimes grazing the Arctic Ocean. Thirty-three years later, sealers stumbled across the frozen corpses of Andrée and his crew—along with their cameras and diaries. The three had perished during a gruelling three-month trek south. 10
- 3 Failure – never sought, always dreaded, impossible to ignore – is the spectre that hovers over every attempt at exploration. Yet without the sting of failure to spur us to reassess and rethink, progress would be impossible. Today there is growing recognition of the importance of failure. Educators ponder how to make kids more comfortable with it. Psychologists study how we cope with it, usually with an eye toward improving the chance of success. Indeed, the very word “success” is derived from the Latin *succedere*, “to come after”—and what it comes after, yes, is failure. One cannot exist without the other. Even at their most miserable, failures provide information to help us do things differently next time. ‘I learned how *not* to climb the first four times I tried to summit Everest,’ says alpinist Pete Athans, who’s reached the world’s highest peak seven times. ‘Failure gives you a chance to refine your approach. You’re taking risks more and more intelligently.’ 15 20 25
- 4 Failure is also a reminder that luck plays a role in any endeavour. Climber Alan Hinkes, a member of the small club of mountaineers who’ve summited the world’s highest peaks, has had his share of misfortunes: broken his arm, impaled his leg on a tree branch, sneezed so violently near the top of Pakistan’s 26,660-foot Nanga Parbat that he slipped a disc and had to abort the climb. For most explorers, only one failure really matters: not coming back alive. For the rest of us, such tragic ends can capture the imagination more than success. Robert Falcon Scott, who died with his team after reaching the South Pole in 1912, is hailed as a hero in Britain. ‘We remember our failures because we’re still analyzing them,’ one explorer says. Success, on the other hand, ‘is quickly passed.’ And too much success can lead to overconfidence—which in turn can lead to failure. 30 35

- 5 Scientific researchers are reluctant to own up publicly to flops. Reputations and 40
future funding depend on perceptions of success. But in the past decade, at
least half a dozen journals have solicited reports of failed experiments, studies,
and clinical trials. The rationale: "negative" results can eventually give rise to
positive outcomes. The business world, especially the high-tech realm with its
rapid-fire start-ups and burnouts, already understands the value of negative 45
results. Business leaders often seek nut-and-bolts lesson from failures. A
Harvard Business School professor was so struck by an iconic, century-old
exploration failure that she authored a case study about it—to teach her M.B.A.
students about leadership.
- 6 Historian Nancy Koehn reckons she's taught the story of Irish-born polar 50
explorer Ernest Shackleton at least a hundred times. His expedition to cross
Antarctica was doomed when his ship, the *Endurance*, became trapped in the
ice. His goal quickly shifted from exploration to ensuring a safe return home
for himself and his crew. "It's a huge failure from the perspective of
exploration, right?" Koehn says. "But it's inspiring because it's a failure. We're 55
in an age of corporate malfeasance and companies being called to account
and saying, 'It's not my fault'. But he (Shackleton) said, 'By God, I'm going to
clean it up'. He owned responsibility for the mess". Shackleton brought the 27
men on his team safely home. Through him, her students learn about
persistence and resilience, and a lot about small gestures. Shackleton made 60
sure to give all of his men cups of hot milk if he noticed that even one was
flagging.
- 7 S. A Andree's balloon expedition was cutting-edge for its day, and fail it did, but
you don't know until you try. Improved technology ultimately helped solve the
problems of Arctic aviation and has opened countless other doors. But 65
technology doesn't make everything possible. And that's a good thing. If you
take away uncertainty, you take away motivation. Wanting to exceed your
grasp is the nature of the human condition. There's no magic to getting where
we already know we can get.

Acknowledgements

Text 1: Adapted from <http://bollywoodveggies.com>

Text 2: Adapted from *The sniper* by Liam O'Flaherty

Text 3: Adapted from *Failure Is an Option* by Hannah Bloch

Section A [5 marks]

Text 1

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

- 1 The webpage begins with the words 'Paradise on Earth'. What effect is this intended to have on the reader? [1]

- 2 Give a phrase under the heading Learn that suggests sustainability. [1]

- 3 Look at the photograph under the heading Enjoy. What impression of the farm do you think the photograph is trying to show? [1]

- 4 How does the webpage appeal to students interested in history? [2]

Section B [20 marks]

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

- 5 In Paragraph 1, we are told that 'His face was the face of a student, thin and ascetic, but his eyes had the cold gleam of a fanatic. They were deep and thoughtful, the eyes of a man who is used to looking at death.'
- (i) What do the phrases 'cold gleam of a fanatic' and 'used to looking at death' suggest about the Republican sniper?
- _____
- _____
- _____ [2]
- (ii) What effect does the writer intend to have on the reader with these two sentences?
- _____
- _____ [1]
- 6 In Paragraph 1, we are told that 'After eating his sandwich hungrily, he paused for a moment, considering whether he should risk a smoke. It was dangerous.'
- (i) Explain how the writer creates a contrast between these two sentences.
- _____
- _____ [1]
- (ii) What is the effect of this contrast?
- _____
- _____ [1]
- 7 In Paragraph 2, the writer says he 'raised himself and peered over the parapet'. What does the word 'peered' suggest about his action?
- _____
- _____ [1]

8 In what ways are the following particularly effective?

- (i) 'The noise would wake the dead' (line 18) in Paragraph 3.

[1]

- (ii) 'Morning must not find him wounded on the roof' (line 24) in Paragraph 4.

[2]

- 9 In Paragraph 4, the writer says 'He must kill that enemy and he could not use his rifle. He had only a revolver to do it.' Explain why this is so.

[2]

- 10 Give **one** word in Paragraph 5 that has the same meaning as 'subterfuge'.

[1]

11 (i) Explain in your own words why the sniper 'shuddered' (line 47) in Paragraph 6.

[1]

(ii) What does the writer mean by 'the lust of battle died in him' (line 47) in Paragraph 6?

[2]

12 From Paragraph 6, give **one** way in which the writer emphasises the resentment felt by the Republican sniper.

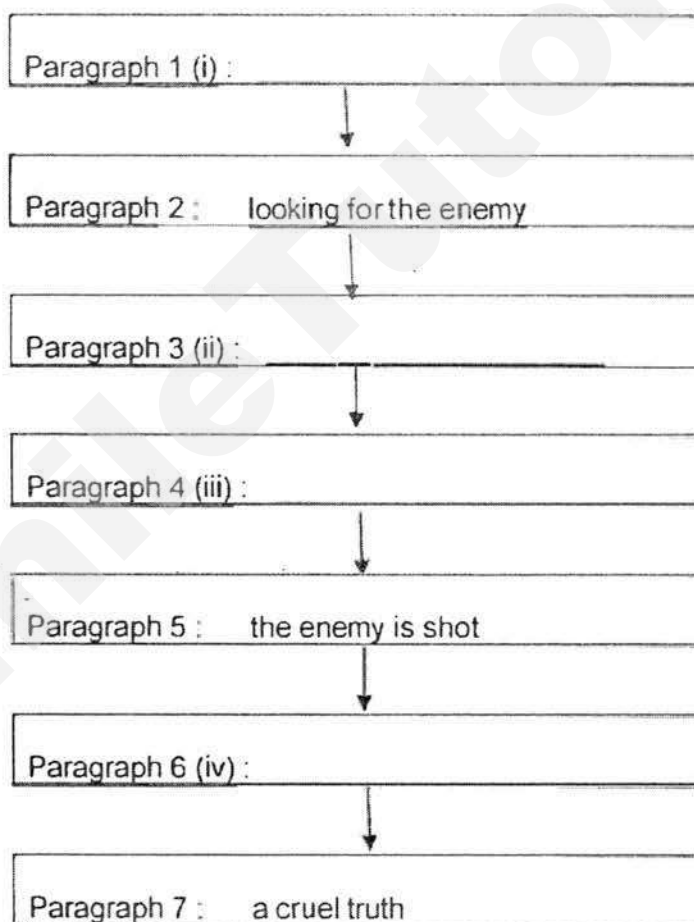
[1]

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

Main Focus

taking a hit	waiting for a break	a dangerous outcome
sense of remorse	assessing the risk	the enemy is tricked
	easing the tension	

Flow chart



[4]

Section C [25 marks]

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

- 14 (i) Explain what the writer means by describing the attempt to fly in a hydrogen balloon to the North Pole as a 'radical idea' (lines 2-3) in Paragraph 1.

[2]

- (ii) Why does the writer describe it so?

[1]

- 15 In Paragraph 2, the writer describes the balloon as 'grazing the Arctic Ocean' (lines 11-12).

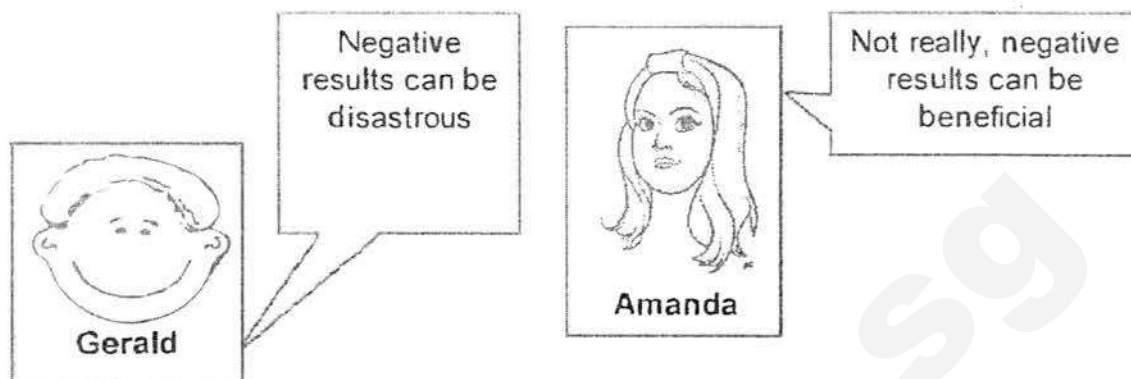
- (i) What does this suggest about a contributing factor to the explorer's death?

[1]

- (ii) Which **one** word in Paragraph 2 tells us that finding the corpses was unexpected?

[1]

- 16 Here is a conversation between two students, Gerald and Amanda, who have read the article.



- (i) Explain how Gerald can support his view, with reference to Paragraph 5.

[1]

- (ii) Identify **one** example from Paragraph 5 that Amanda can give to support her view.

[1]

- 17 According to Paragraph 6, what is the overarching theme of the story of Ernest Shackleton's failure that makes it inspiring to Nancy Koehn?

[1]

- 18 In Paragraph 7, the writer says, 'And that's a good thing' (line 66). Give **two** reasons why this is so.

[2]

- 19 Using your own words as far as possible, summarise the importance of failure and its relationship to success.

Use only information from Paragraph 3 to 4.

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

It is obvious that failure is a part of life _____

No. of words: [15]

Answer scheme

Section A [5 marks]

Refer to the webpage (Text 1) in the Insert for Questions 1-4

1	The webpage begins with the words 'Paradise on Earth'. What is the intended effect on the reader?	[1]
---	---	-----

From text	Answer
Paradise on Earth	Entice the reader into thinking that what they are seeing is out of this world / magical / mystical and magical place X heaven

2	Give a phrase in the paragraph 'Learn' that suggests sustainability.	[1]
---	--	-----

From text	Answer
'farm-to-table'	'Farm-to-table' Local agriculture (has no carbon footprint) X Food security (just means access to enough food).

3	Look at the photograph 'Enjoy'. What impression of the farm do you think the photograph is trying to show?	[1]
---	--	-----

From text	Answer
Man holding a slice of water melon with the thumb-up	Fun High-quality output Farm provides interactive hands-on activities with their crops / enjoyable / engaging x Appreciate nature / smelling the vegetables.

4	How does the webpage appeal to students interested in history?	[2]
---	--	-----

From text	Answer
-----------	--------

<p>Step back to Singapore's lush history</p> <p>15 minutes guided tour – covering humankind interaction with food, agricultural and industrial revolutions</p> <p>and how food relates to the rise and fall of civilisations</p>	<p>Enjoy Singapore's lush history</p> <p>Go on a guided tour of food related to history of civilisation</p>
--	---

Section B [20 marks]

5	In paragraph 1, we are told that 'His face was the face of a student, thin and ascetic, but his eyes had the cold gleam of a fanatic. They were deep and thoughtful, the eyes of a man who used to looking at death.'	[2]
(i)	What do the phrases 'cold gleam of a fanatic' and 'used to looking at death' suggest about the Republican sniper?	

- Inference

From the text	Answer
<p>(1) Fanatic</p> <p>(2) Cold gleam, used to looking at death</p>	<p>He is <u>single-minded</u> in his mission / had <u>steeled</u> his <u>resolve</u> to kill his next target /</p> <p><u>Numb</u> to killing his enemies / experienced sniper who has witnessed many deaths before and hence feel emotionless about it / merciless and cruel man.</p> <p>X "Grown accustomed to shooting others dead" - cannot as there is nothing implied, just paraphrasing</p>

(ii)	What effect does the writer intend to have on the reader with these two sentences ?	
------	---	--

Language for Impact

	He intends to invoke a sense of pity / sympathy for the Republican sniper X Create a sinister feeling about the Republican sniper for the reader X Frightened / scared	[1]
--	--	-----

6	In paragraph 1, we are told that 'After eating his sandwich hungrily, he paused for a moment, considering whether he should risk a smoke. It was dangerous'.	
(i)	Explain how the writer creates a contrast between these 2 sentences.	[1]

- Writer's craft

From the text	Answer
After eating his sandwich hungrily, he paused for a moment, considering whether he should risk a smoke. It was dangerous	The use of a long sentence followed by and short abrupt sentence (If explanation given, the explanation must be correct for the student to get the mark. Eg. Nonchalant tone suddenly followed by serious tone. OR Casual situation suddenly switch to something tense).

(ii) What is the effect of this contrast	[1]
--	-----

From the text	Answer
	To emphasize the danger that he is in It is to emphasize how in a war situation, simple action could lead to death / even smoking could be risky. X Emphasize how dangerous it is to smoke (the focus is not on the smoking) It is to create suspense (on what the sniper might do next).

7	In paragraph 2, the writer says he 'raised himself and peered over the parapet'. What does the word 'peered' suggest about his action?	[1]
---	--	-----

- inferential

From the text	Answer
'raised himself and peered over the parapet'	That he was very careful / cautious / discreet / subtle / stealthy / wary X sneaky / secretive

8	In what ways are the following particularly effective?	
(i)	'The noise would wake the dead' (line 18) in Paragraph 4.	[1]

From the text	Answer
'The noise would wake the dead'	<u>It was quiet and the exaggeration</u> in the phrase was effective in <u>emphasising how noisy it was</u> to drop the rifle Quiet part is needed as it highlights the exaggeration.

(ii)	'Morning must not find him wounded on the roof' (line 24) in Paragraph 4.	[2]
------	---	-----

- Language use

From the text	Answer
Morning must not find him on the roof.	Morning is personified as threatening to uncover and expose the sniper who is using darkness to camouflage his presence. This is effective in emphasising the urgency of the situation. Morning is portrayed as another active threat to the sniper.

	<p>This is effective in emphasising how his cover will be blown once there is light.</p> <p>Morning is like another active enemy that the sniper must fight. This is effective in emphasising the urgency of the situation, how the sniper is racing against time.</p> <p>2 parts:</p> <p>(a) Explanation of personification of morning</p> <p>(b) Implication - either urgency of situation or threat of cover being exposed.</p>
--	--

9	In paragraph 4, the writer says 'He must kill that enemy and he could not use his rifle. He had only a revolver to do it.' Explain why this was so.
---	---

From Text	Answer	
He must kill that enemy and he could not use his rifle. He had only a revolver to do it	His right arm was injured and he needed two hands to fire his rifle, so he could not use his rifle	[1]
	But he only needed one hand to fire a revolver	[1]

10	Give a word in paragraph 5 that has the same meaning as 'subterfuge'.	[1]
----	---	-----

- Vocab

From Text	Answer
ruse	

11 (i)	Explain in your own words why the sniper 'shuddered' (line 47) in paragraph 6. [1]
-----------	--

- Inferential

From Text	Answer
'shuddered'	He realised to his horror that it could have been him Sense of fear / the sense that it was a close call hit home X Shocked by the gruesome sight of his enemy / the way the enemy died / shakened by the loss of life the war has brought. (inconsistent with earlier descriptions about him)

(ii) | What does the writer mean by 'the lust of battle died in him' (line 47). [2]

- Inferential

From Text	Answer
'the lust of the battle died in him'	The intense desire / cravings to fight / to kill / to destroy his enemy (1m) was completely extinguished (1m) Intensifier is important to show finality of "died" If additional explanation given and the additional part is wrong, zero for the whole question (e.g. because he regretted his action / felt remorseful)

12	From Paragraph 6, give one way in which the writer emphasises the resentment felt by the Republican sniper. [1]
----	---

- Language use

From Text	Answer
-----------	--------

'His teeth chattered, he began to gibber to himself, cursing the war, cursing himself, cursing everybody'.	<p>He uses repetition of the word 'cursing' to show how he is angry with himself , with the war and with everyone.</p> <p>What if technique is not mentioned and all that's said is that he mentioned that the sniper cursed everyone and everything? (Can give if focus is on the writer "mentioning")</p>
--	---

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

Main Focus :

Taking a hit	Waiting for a break	A dangerous outcome
Sense of remorse	Assessing the risk	The enemy is tricked
	Easing the tension	

Flow Chart

<p>Paragraph 1 : (i) (assessing the risk)</p>
<p>Paragraph 2 : (ii) (looking for the enemy – to be given)</p>
<p>Paragraph 3 : (iii) _____ (taking a hit)</p>
<p>Paragraph 4 : (iv) _____ (the enemy is tricked)</p>

Paragraph 5 : (v) _____ (the enemy is shot – to be given)
Paragraph 6 : (vi) _____ (sense of remorse)
Paragraph 7 : (vii) _____ (a cruel truth – to be given)

Section C [25 marks]

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

- 14 (i) Explain what the writer means by describing the attempt to fly in a hydrogen balloon to the North Pole as a 'radical idea'? (line 3).

From text	Answer
'radical idea'	<div>Drastic change from traditional way of exploration by land 1m</div> <div>The first time anyone thought of reaching the North Pole by air 1m</div>

- (ii) Why does the writer describe it so?

From text	Answer	
Fly in a hydrogen balloon	All the attempts at expedition have been made on land	1m

- 15 (i) In paragraph 2, the writer describes the balloon as 'grazing the Arctic Ocean' (lines 11-12). What does this suggest about a contributing factor to the explorer's death?

From text	Answer	
grazing the Arctic Ocean	<p>Their balloon was unable to fly all the way to the North Pole.</p> <p>Not accepted : They drowned</p> <p>The explorers died because the balloon was not able to fly high enough</p> <p>The ocean damaged the balloon, leaving the explorers stranded.</p> <p>X mention of water or ice (because we are not sure if it was ice or water which damaged the balloon).</p>	1m

- (ii) Which one word in paragraph 2 tells us that finding the corpses was accidental / unexpected?

From text	Answer	
Stumbled		1m

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

Gerald : Negative results can be disastrous

Amanda : Not really, negative results can be beneficial

- (i) Explain how Gerald can support his view, with reference to Paragraph 5.

From text	Answer	
Reputation and future funding depend on perceptions of success	Failure can ruin one's reputation and make it harder to obtain funding in future.	1m

- (ii) Identify one example from Paragraph 5 that Amanda can give to support her view.

From text	Answer	
	Any one of these examples to get 1m (negative results) An iconic, century-old <u>exploration</u> failure has been used as a <u>case study</u> to <u>teach</u> MBA students about <u>leadership</u> (this is benefit) At least half a dozen journals have solicited reports (benefit) of failed experiments, studies and clinical trials (negative results). X The business world, especially the high-tech realm, already understands the value of negative results (not clear where the benefit is even if whole chunk quoted) xNegative results in Scientific research can give rise to positive outcomes (this is elaboration) X Business leaders often seek nuts-and-bolts lessons from failures (this is another claim)	1m

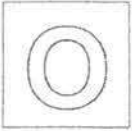
- 17 According to Paragraph 6, what is the overarching theme of the story of Ernest Shackleton's failure that makes it inspiring to Nancy Koehn?

From text	Answer	
	It's a story about accountability / responsibility X Perseverance and resilience (Koehn's quotation stopped before that. This part is the author's evaluation).	1 m

- 18 In paragraph 7, the writer says 'And that's a good thing' (line 65). Give two reasons why this is so.

From text	Answer	
If technology makes everything possible, there's no motivation to explore	If technology makes everything possible, there's no motivation to explore	1m
If we know how to get to your destination, there's no magic in the journey	Takes away the magic from the trip Joy of exploring is lost Sense of satisfaction in achieving	1m
19	Using your own words as far as possible, summarise the importance of failure and its relationship to success. Use only information from Paragraph 3 to 4. Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin). It is obvious that failure is a part of life.....	

	From passage	Own words
1	Failure – never sought, always dreaded, impossible to ignore – is the spectre that hovers over every attempt at exploration.	Failure is always a risk we have to bear if we set out to seek success
2	Yet without the sting of failure to spur us on	The pain of failure is a source of motivation
3	to reassess and rethink, progress would be impossible.	To re-evaluate / re-examine ourselves
4	Indeed, the very word "success" is derived from the Latin succedere, "to come after" – and what it comes after, yes, is failure.	Success comes after failure!
5	One another exist without the other.	They both go hand in hand
6	Failures provide information to help us do things differently next time.	Equips us with knowledge
7	Failures gives you a chance to refine your approach.	To improve our strategy
8	You're taking risks, more and more intelligently.	Take more calculated risks
9	Failure is also a reminder that luck plays a role in any endeavour.	Failure tells us that not everything is within our control / that random events may affect the outcome of anything we do.
10	Only one failure really matters: not coming back alive. For the rest of us, such tragic ends can capture the imagination more than success	Failure can inspire more than success (note : the word can is important)
11	We remember our failures because we're still analysing them.	It has a longer lasting impact because we keep thinking about it.
12	Success, on the other hand, "is quickly passed."	I don't think there is a new point here that's not the same as the previous one?
13	Success can lead to overconfidence -- which in turn can lead to failure	Failure can be the outcome of letting success get into one's head / being too smug due to success.



CONVENT OF THE HOLY INFANT JESUS SECONDARY
Semestral Assessment 2 in preparation for
the General Certificate of Education Ordinary Level 2017

CANDIDATE
NAME

CLASS

REGISTER
NUMBER

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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

28 August 2017

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

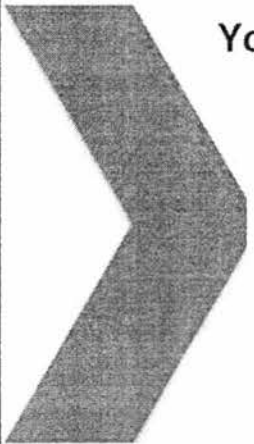
This document consists of **5** printed pages and **3** blank pages.

[Turn over

Section A

Text 1

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




Community Projects that Youth Corps Singapore is looking for!


SP CARES
Singapore Polytechnic

Student-led teams from Singapore Polytechnic Centre of Application in Rehabilitation Engineering (SP CARE) have continually enhanced the lives of people with disabilities through their projects.

One such project helped the Spastic Children's Association engage children with special needs through interactive tools such as audio-visual games and lessons. Through user-friendly programmes, the children learnt how to use 100 English words in a fun and interactive way.

Learning English truly became as simple as A-B-C for the children.






PROJECT LUMINOUS
Republic Polytechnic

Villagers in Siem Reap, Cambodia, had wider and brighter smiles after students from Republic Polytechnic embarked on a Youth Expedition Project that enriched their lives.

The students collaborated with a team of dental experts from the Singapore Dental Association to provide accessible dental services to about 400 patients.


The efforts of the students will leave the villagers with lasting smiles and fond memories.



Brought to you by

NYC
NATIONAL
YOUTH
COUNCIL
INCORPORATED

WE HEAR YOUTH
HERE FOR YOUTH



give

That's all it takes
to make the world better.

Start here.
www.facebook.com/nycsg

[Turn over.]

Section B

Text 2

The text below recounts the experience of a foreign worker in Singapore. Read it carefully and answer Questions 5–15 in the Question Booklet.

- 1 It was a forsakenly hot day. The morning sun seethed with unmet madness in the sky. The sun was burning his eyes as Ming took in the unremarkable sight below him – hundreds of men in yellow helmets packed in the cavernous construction site like an upturned beehive let loose. When the nauseous feeling passed over him, Ming could not resist leaning forward again from where he squatted surveying the foreign world below him. 5
- 2 Assigned to pave cement on the roof, Ming wondered if the ground forty storeys below him was as stubbornly hot as where he was. Where he was, up there, the ground surprised his feet with the heaviness of heat burning through his safety boots. At the thought of his body hurtling accidentally down the point of no return, cold sweat broke his skin. He retreated a little from the unfinished edge of the roof, the sun raining angrily down hard on his back. 10
- 3 The dank, dead weight of unforgiving heat and humidity dogged him by surprise. There was little clarity to feel up there in the head when baked in the heat. Ming suddenly thought about his hometown in Hubei – walking in the creeping cold, wisps of winter in the air – when he could think so clearly, so effortlessly. As if nature heard his thoughts, a slight warm breeze nudged the air, startling the beads of perspiration gathering earnestly on his temple. 15
- 4 Just before he arrived in Singapore, he was huddled in layers of wool, scrunching across the snow-swept ground he could barely feel, the milk-colour of whiteness in the air blinding him, the harsh cold of winter biting into his heart. Where he was now, perched on the roof, it was the other way round. Ming was all ready to ditch the white singlet on him, surrendering it like a white flag to the onslaught of the punishing heat. 20
- 5 The heat rising up from the concrete was too much to take it all in as his body leaked under the weight. Before he lost consciousness, before his parched body hit the free flight to the ground, his mind set adrift by the sun out in full force, he could only watch as each drop downward – whittling past each storey of the unfinished HDB block – took out the dead weight of life on him. He couldn't ignore the irony, the prospect of being truly alive when dead. 25
- 6 Singapore is a safe place. From his village, a handful had worked in the city-state. For those who didn't land a job there, they had left the village for the bigger, richer cities in the country. Like others before him, he wanted to take in the world before it was lost to him. He felt compelled to leave as others had done to build a better world for themselves and their families. In the thirty-minute journey from the airport to the workers' dormitory, Ming drank in the gleaming prospect of a future that would have been out of reach if he had stayed behind in his hometown. Yet, he felt dehydrated of hope. 30
- 7 As he took in the neat cityscape of buildings interspersed with trees that lined the smooth roads, Ming caught the parallel paradox of his situation – he was there to build the buildings as he tried to build a life for himself and his family while unbuilding his very presence back home. He wondered: how many of these inanimate structures would he have to build to truly set himself free? Despite the air-conditioning in the van, the sun creeping into his eyes was too much for Ming to bear. There was little clarity in his head to think about those thoughts that emerged onto the shoreline of his consciousness. He was exhausted, exhausted at both the prospect of what he had left behind, and of what was to come before him. 40

- 8 In those last moments when he suddenly lost consciousness in the fierceness of the heat, when he fought to keep himself from tipping over the edge of no return, he wondered where his son would be when he's all grown up. Surely, he would be happy, in a meaningful job, blissfully married in an affluent China? Would he look more like him, or his mother – a face crumbled with unfounded worry when he broke the news to her on his plan to work in Singapore? Don't go, she begged. I'm still young, 35, strong enough to do the work, he replied. I want a better life for you and our son. Two years, I'll be back. Our son will only be almost three years old then, just in time for him to learn to talk and call me papa. Don't worry, nothing will happen. Singapore is a safe place. 45
- 9 Taking in the last breath of dust chalked up by the cement around him, it wasn't lost on Ming that he hadn't seen much of the garden city that he had come to see. Neither had he built the buildings he had come to build, nor the promises of the future that was his to keep. He had a future then. 50

[Turn over

Section C

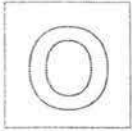
Text 3

The text below is about the problem of food waste and what is being done about it. Read it carefully and answer Questions 16–23 in the Question Booklet.

- 1 Across cultures, food waste goes against the moral grain. After all, nearly 800 million people worldwide suffer from hunger. But according to the Food and Agriculture Organisation of the United Nations, we squander enough food – globally, 1.3 trillion kilograms a year – to feed every one of them more than twice over. Where's all that food – about a third of the planet's production – going? In developing nations, much is lost post-harvest for lack of adequate storage facilities, good roads and refrigeration. In comparison, developed nations waste more food farther down the supply chain, when retailers order, serve or display too much and when consumers ignore leftovers in the back of the fridge or toss perishables before they've expired. 5
- 2 Wasting food takes an environmental toll as well. Producing food that no-one eats squanders the water, fertiliser, pesticides, seeds, fuel and land needed to grow it. The quantities are not trivial. Globally a year's production of uneaten food guzzles as much water as the entire annual flow of the Volga, Europe's most voluminous river. Growing the 60 billion kilograms of food that retailers and consumers discard in the United States annually slurps more than 56 billion litres of oil, according to one author. These staggering numbers don't even include the losses from farms, fishing vessels and slaughterhouses. If food waste were a country, it would be the third largest producer of greenhouse gases in the world, after China and the US. On a planet of finite resources, with the expectation of at least two billion more residents by 2050, this profligacy is obscene. 10 15
- 3 Others have been making similar arguments for years, but reducing food waste has become a matter of international urgency. Some American schools, where children dump up to 40 per cent of their lunches into the trash, are setting up sharing tables, letting students serve themselves portions they know they'll eat, and allotting more time for lunch – all proven methods of boosting consumption. Countless businesses, such as grocery stores, restaurants and cafeterias, have stepped forward to combat waste by quantifying how much edible food isn't consumed, optimising their purchases, shrinking portion sizes, and beefing up efforts to move excess to charities. 20 25
- 4 This last strategy – feeding the hungry – is the best use for superfluous food. In the US alone, 49 million people are officially food-insecure: they don't always know where their next meal is coming from. To address this need, the charity Feeding America distributes around two billion kilograms of food a year, most of it donated by manufacturers, supermarkets, large growers and the federal government. Still, the food that's recovered by this process is just a drop in the bucket, with exponentially more left behind. 30
- 5 The first step in reducing food waste and food loss is getting people to perceive that there is a problem. Denial reigns supreme. But attitudes are slowly changing as the price of food rises, and as we become more aware of both the myriad ways that climate change will lower food production and the imperative to sustainably coax ever more calories from land already under cultivation. 35
- 6 Having too much food sounds like a wonderful, First World sort of problem. But hoarding an abundance that no-one is even expected to eat is no longer something the world can abide. It's too expensive, and it's trashing the planet while millions go hungry. 'Food waste is a stupid problem,' acknowledges Nick Nuttall of the UN Environment Programme. 'But people love stupid problems because they know they can do something about it.' 40

SmileTutor.sg

Text 1	adapted from National Youth Council (Youth Corps Singapore) 2014, https://www.youthcorps.sg/
Text 2	adapted from Jonathan Tan Ghee Tiong, <i>Two Days in a Foreign Land</i> , http://www.bananawriters.com/twodaysinaforeignland
Text 3	adapted from Elizabeth Royte, 'How "Ugly" Fruits and Vegetables Can Help Solve World Hunger', in <i>National Geographic</i> March 2016, and 'One-Third of Food Is Lost or Wasted: What Can Be Done', in <i>National Geographic News</i> 13 October 2014



CONVENT OF THE HOLY INFANT JESUS SECONDARY
Semestral Assessment 2 in preparation for
the General Certificate of Education Ordinary Level 2017

CANDIDATE
NAME

CLASS

REGISTER
NUMBER

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

28 August 2017

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

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

For Examiner's Use	
Section A	5
Section B	20
Section C	10
Section C (Summary)	15
Total	50

This document consists of 8 printed pages and 1 insert.

[Turn over

Section A [5 marks]

Text 1

Refer to the advertisement (Text 1) on page 3 of the Insert for Questions 1–4.

- 1 How does the photograph at the top right support the text in the section **SP CARES**?
.....
..... [1]
- 2 Refer to the section headed **SP CARES**. Identify **two** phrases, of **two words each**, that suggest 'SP CARES' has interesting learning activities.
(i) [1]
(ii) [1]
- 3 Youth Corps Singapore encourages volunteers to join in their activities. Which sentence is intended to give the impression that, as a volunteer, it is worthwhile to help those in need?
..... [1]
- 4 Refer to the word 'give' at the bottom of the advertisement. What effect is the use of this word intended to have on the reader?
..... [1]

Section B [20 marks]

Text 2

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

- 5 Explain how the language used in Paragraph 1 emphasises the heat of the day. Support your ideas with three details from the paragraph.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[3]

- 6 In Paragraph 1, which word conveys the idea that the place is enormous?

.....

[1]

- 7 What does 'hurtling' (line 9) suggest about the way Ming might fall?

.....

[1]

- 8 In Paragraph 2, what is (i) unusual and (ii) effective about the phrase 'the sun raining angrily' (line 10)?

(i) It is unusual because

.....

[1]

(ii) It is effective because

.....

[1]

- 9 Which word in Paragraph 3 suggests that the sun has human qualities?

.....

[1]

[Turn over

10 According to Paragraph 3, how did the different weather conditions in Singapore and China affect Ming?

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

11 Write down **two** words from Paragraph 4 that convey the idea of a battle.

..... [1]

12 (i) In Paragraph 6, what does the expression 'drank in the gleaming prospect' suggest about Ming's state of mind?

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

(ii) Write down a phrase in the same paragraph that conveys the opposite effect.

..... [1]

13 Ming 'was there to build the buildings as he tried to build a life for himself and his family while unbuilding his very presence back home' (lines 34–36). Explain the irony in Ming's situation.

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

14 In Paragraph 8, Ming asks himself a series of questions. Why does he do so?

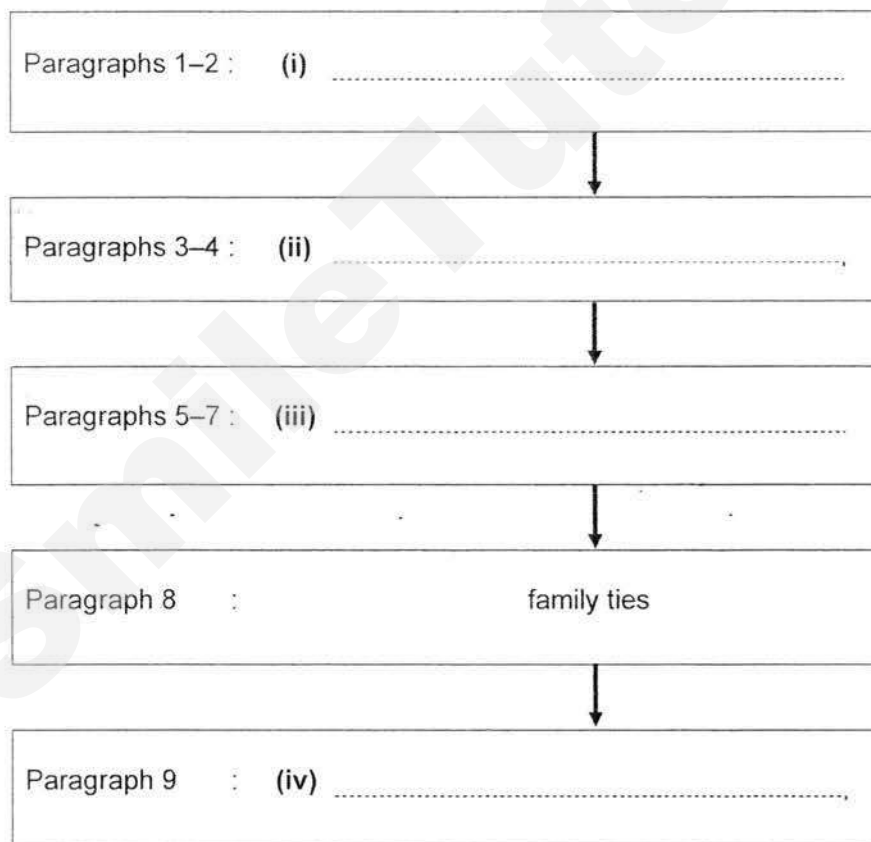
..... [1]

- 15 The structure of the text reflects Ming's thoughts and feelings in a foreign land. Complete the flow chart by choosing one phrase from the box to summarise the main thoughts and feelings presented in each part of the text. There are some extra words in the box you do not need to use.

Ming's thoughts and feelings

disruptive physical elements	weakness and pain	a bleak future
unbearable heat	nostalgic musings	negative vibes
an unfulfilled life		

Flow chart



[4]

[Turn over]

Section C [25 marks]

Text 3

Refer to Text 3 on pages 6 of the Insert for Questions 16–23.

- 16 'Across cultures, food waste goes against the moral grain' (line 1). Explain what this suggests about people's perception of wasting food.

[1]

- 17 According to Paragraph 1, 'we squander enough food ... to feed every one of them more than twice over' (lines 3–4). What does the word 'squander' suggest about the writer's attitude towards food wastage?

[1]

- 18 In Paragraph 2, the writer points out that 'the quantities are not trivial' (lines 10–11). Pick out another phrase used later in the paragraph which conveys the same idea.

[1]

- 19 (i) Which phrase of four words in Paragraph 2 suggests that the writer finds wastefulness offensive?

[1]

- (ii) What two reasons does the writer cite in the same paragraph for his disapproval of wastefulness? **Answer in your own words.**

[2]

- 20 Here is part of a conversation between two students, Xena and Yuri, who have read this text.



Xena

Feeding America
is doing a great
job redistributing
unconsumed
food.

I disagree. I don't
think enough is
being done.



Yuri

- (a) Identify one example from Paragraph 4 that Xena can use to support her argument.

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

- (b) With reference to Paragraph 4, how would Yuri justify his position? **Answer in your own words.**

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

- 21 According to Paragraph 5, what attitude do people have that makes it difficult to start reducing food waste?

..... [1]

- 22 Why do you think food waste is labelled a 'stupid problem' (lines 40–41)?

..... [1]

[Turn over

Use only information from Paragraphs 1 to 3.

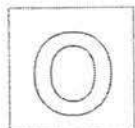
Food waste is a huge problem in the world today

CONTENT	8
STYLE	7
TOTAL	15

No of words:

--	--

[15]



CONVENT OF THE HOLY INFANT JESUS SECONDARY
Semestral Assessment 2 in preparation for
the General Certificate of Education Ordinary Level 2017

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

28 August 2017**1 hour 50 minutes**

MARK SCHEME

This document consists of 8 printed pages.

[Turn over

Section A [5 marks]

Text 1

Refer to the advertisement (Text 1) on page 3 of the Insert for Questions 1–4.

- 1 How does the photograph at the top right support the text in the section **SP CARES**? [1]

The photograph shows a child pointing at a computer screen. This suggests that SP conducts {engaging/ interactive} activities (for the organisations they go to) [1].

- 2 Refer to the section headed **SP CARES**. Identify **two** phrases, of **two words each**, that suggest 'SP CARES' has interesting learning activities.

(i) 'interactive tools' [1] [1]

(ii) 'user-friendly programmes' [1] [1]

- 3 Youth Corps Singapore encourages volunteers to join in their activities. Which sentence gives the impression that, as a volunteer, it is worthwhile to help those in need? [1]

'The efforts of the students will leave the villagers with lasting smiles and fond memories.' [1]

- 4 Refer to the word 'give' at the bottom of the advertisement. What effect is the use of this word intended to have on the reader? [1]

It {encourages/ inspires/ motivates/ spurs/ propels/ impels} the reader to {contribute/ volunteer/ spend/ be generous with} {time/ effort} to help others [1].

NOTE: Answer must state what is being contributed

WRONG: compels/ obliges/ pressures/ commands/ instructs/ provokes/ interests

Section B [20 marks]

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

- 5 Explain how the language used in Paragraph 1 emphasises the heat of the day. Support your ideas with **three** details from the paragraph. [3]
- 'Forsakenly hot day' shows that the heat is unbearable [1].
 - 'Morning sun seethed with unmet madness' shows that the sun's heat was great [1].
 - 'The sun was burning his eyes' shows the sun was so hot that it {hurt/ affected} his eyes immensely [1].
- WRONG: Any reference to humidity without heat**
-
- 6 In Paragraph 1, which word conveys the idea that the place is enormous? [1]
- 'cavernous' [1]
- WRONG: 'world'**
-
- 7 What does 'hurtling' (line 9) suggest about the way Ming might fall? [1]
- He might fall at a great speed {from a height/ with great force/ uncontrollably}.
- NOTE: Answer must have include speed AND height or force or lack of control.**
-
- 8 In Paragraph 2, what is (i) unusual and (ii) effective about the phrase 'the sun raining angrily' (line 10)?
- (i) It is unusual because the sun is compared to rain, whereas these two weather conditions {do not usually occur together/ are usually considered opposites} [1]
- WRONG:**
The sun does not drop water from the sky.
The sun is opposite from the rain. (They must be identified as weather conditions.)
- (ii) It is effective because it suggests that the sun's heat is {continuous/ persistent}, like rainfall OR it suggests that the sun's rays are {striking his back/ pricking his skin}, the way raindrops fall [1]
-
- 9 Which word in Paragraph 3 suggests that the sun has human qualities? [1]
- 'unforgiving' [1]
- WRONG: 'nudged', 'startling' (not about the sun), 'dogged'**
-
- 10 According to Paragraph 3, how did the different weather conditions in Singapore and China affect Ming? [2]
- In Singapore, he has little clarity in his head as it is too hot [1], whereas in China, the cold of winter allowed him to think clearly and effortlessly [1].
- NOTE: Link between weather and thoughts must be made in EACH case.**
-

- 11 Write down two words from Paragraph 4 that convey the idea of a battle. [1]

'surrendering' and 'onslaught' [1 for both]

- 12 (i) In Paragraph 6, what does the expression 'drank in the gleaming prospect' suggest about Ming's state of mind? [1]

Any of the following ([1]):

- Ming is {hopeful/ optimistic} (about his future).
- He is looking forward to new opportunities.
- He thinks that his future in Singapore is bright.

- (ii) Write down a phrase in the same paragraph that conveys the opposite effect. [1]

'(felt) dehydrated of hope' [1]

- 13 Ming 'was there to build the buildings as he tried to build a life for himself and his family while unbuilding his very presence back home' (lines 34–36). Explain the irony in Ming's situation. [2]

Ming is in Singapore to {earn money/provide} for his family [1], but being in Singapore, he is unable to be {present with his family/ a good husband and father} in China [1].

WRONG: [1st point] building a better life/future, improving the life of his family

- 14 In Paragraph 8, Ming asks himself a series of questions. Why does he do so? [2]

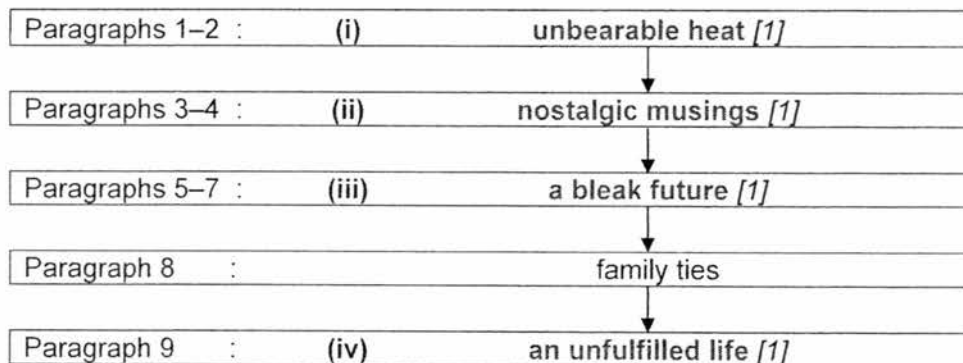
Any of the following ([1]):

- He misses his {son/ family}.
- He is wondering how his son will turn out, as he will not get to see him again.
- He is wondering about the future, which he will miss out on/ never get to see.

WRONG: to give himself hope, to remind himself of why he is in Singapore, to convince himself that he made the right decision to come to Singapore, to keep himself alert/conscious, wants to know his son's future

- 15 The structure of the text reflects Ming's thoughts and feelings in a foreign land. Complete the flow chart by choosing one phrase from the box to summarise the main thoughts and feelings presented in each part of the text. There are some extra words in the box you do not need to use. [4]

Flow chart



Section C [25 marks]

Refer to Text 3 on pages 6 of the Insert for Questions 16–23.

- 16 'Across cultures, food waste goes against the moral grain' (line 1). Explain what this suggests about people's perception of wasting food. [1]

People think wasting food is {wrong/ bad/ sinful/ unethical/ evil/ unacceptable/ offensive/ not right/ not good/ a terrible thing} [1].

WRONG: disapprove of it, against it, shameful, unlawful

- 17 According to Paragraph 1, 'we squander enough food ... to feed every one of them more than twice over' (lines 3–4). What does the word 'squander' suggest about the writer's attitude towards food wastage? [1]

He {disapproves of/ frowns on/ is critical of/ is against/ is disgusted by/ is repulsed by/ is appalled at/ thinks negatively of} it [1].

WRONG: is annoyed/ upset/ unhappy/ displeased/ angry/ resentful/ disappointed/ aggravated/ frustrated/ exasperated/ indignant/ shocked, despises, disdains, is condescending towards, dislikes, hates, thinks it is unjust, condemning, mocking, hostile

- 18 In Paragraph 2, the writer points out that 'the quantities are not trivial' (lines 10–11). Pick out another phrase used later in the paragraph which conveys the same idea. [1]

'staggering numbers' [1]

- 19 (i) Which phrase of four words in Paragraph 2 suggests that the writer finds wastefulness offensive? [1]

'this profligacy is obscene' [1]

- (ii) What two reasons does the writer cite in the same paragraph for his disapproval of wastefulness? Answer in your own words. [2]

Earth has limited supplies [1], and {the population will continue to grow/ there will be more people to feed} in the coming years [1].

PROHIBITED: planet, finite, resources, expectation, residents

- 20 Here is part of a conversation between two students, Xena and Yuri, who have read this text.
 Xena: Feeding America is doing a great job redistributing unconsumed food.
 Yuri: I disagree. I don't think enough is being done.

(a) Identify one example from Paragraph 4 that Xena can use to support her argument. [1]

Feeding America distributes around two billion kilograms of food a year [1].

NOTE: Quantity must be stated to support

(b) With reference to Paragraph 4, how would Yuri justify his position? **Answer in your own words.** [1]

The amount it redistributes is just a {fraction/ {small/ tiny/ minuscule/ insignificant/ negligible} {portion/ percentage/ amount/ quantity}} of all the discarded food; there is a huge amount that still goes to waste [1].

WRONG: nothing compared to (BUT almost nothing OK)

PROHIBITED: recovered, a drop in the bucket, exponentially; left behind

- 21 According to Paragraph 5, what attitude do people have that makes it difficult to start reducing food waste? [1]

They deny that the problem of food wastage exists OR They {refuse to/ do not/ {see/ recognise/ acknowledge/ admit} {food wastage as a problem/ that they are wasting food} [1].

WRONG: ignorant, unaware, oblivious

NOTE: Answer must state what is being denied.

- 22 Why do you think food waste is labelled a 'stupid problem' (lines 40–41)? [1]

It can be solved, yet {nothing/ hardly anything} has been done to solve it [1].

- 23 Using your own words as far as possible, summarise what causes food waste, why it is disapproved of, and what steps are being taken to reduce it, as outlined in the passage.

Use only information from Paragraphs 1 to 3.

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

[15]

Food waste is a huge problem in the world today

Lines	From the passage:	Remarks
Causes		
5–6	1. in developing nations, much is lost post-harvest for lack of adequate storage facilities, good roads and refrigeration	
7	2. [in developed nations,] retailers order, serve or display too much	OK if just one of the three actions WRONG: a lot
8	3. consumers ignore leftovers in the back of the fridge or toss perishables before they've expired	OK if one of the two actions WRONG: take food for granted (vague)
Reasons for disapproval		
1	4. across cultures, food waste goes against the moral grain	
9–10	5. wasting food takes an environmental toll: squanders the water, fertiliser, pesticides, seeds, fuel and land needed to grow it	
15–16	6. if food waste were a country, it would be the third largest producer of greenhouse gases in the world	OK: contributes to global warming, harmful gases WRONG: pollutants, pollution (but accept if greenhouse gases are mentioned)
Steps taken to reduce it		
20–22	7. some American schools... are... letting students serve themselves portions they know they'll eat	Steps must be mentioned
22	8. and allotting more time for lunch	
23–25	9. countless businesses... have stepped forward to combat waste by quantifying how much edible food isn't consumed, optimizing their purchases, shrinking portion sizes	OK if just one of the three actions
25–26	10. and beefing up efforts to move excess to charities	

MODEL

Food waste is a huge problem in the world today – 1 caused in poorer countries by deficient facilities and infrastructure, 2 and in wealthier ones by merchants overstocking and overserving food 3 and by consumers neglecting or discarding still-edible food. 4 Universally deemed sinful, 5 food waste harms the environment, draining natural resources 6 and contributing to global warming. To combat it, 8 some American schools extend lunch breaks 7 and let students take only what they can finish, 9 while numerous establishments gauge wastage to reduce purchases and serving sizes, 10 and donate the surplus to the needy. (79 words)

Name: _____

Register Number: _____

Class: _____



南僑中學

NAN CHIAU HIGH SCHOOL

PRELIMINARY EXAMINATION ONE 2017
SECONDARY FOUR EXPRESS

For Marker's Use

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

28 April 2017, Friday

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Submit the completed **Section A** insert separately.

Setter: Mr Fu Kaidi

This document consists of 2 printed pages.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines about factors that affect primate brain size. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line.

If there is NO error in a line, put a tick (✓) in the space provided.
If the line is incorrect, circle the incorrect word and write the correct word in the space provided.
The correct word you provide must not change the original meaning of the sentence.

Example:

I arrived (to) my destination at 2 p.m.

My mother always wears sensible clothes.

at

✓

The reason why some primates have bigger brains than others is often
said to be their social behaviour. That is, primates who move around in 1
bigger and more complex social groups require bigger brains on order 2
to efficiently managed all of those social relations. A new research has 3
found that diet, not social group size, was the key factor linked to brain 4
size. It has long been know that fruit-eating primates tend to have 5
bigger brains than leaf-eating primates. This might be because there 6
are benefits to eating fruit. It has the higher nutritional value and is far 7
easily to digest than leaves. However, it is also a more demanding diet 8
in some ways. For instance, fruit is more irregular distributed in both 9
space and time, which made the task of finding food more complex and 10
dangerous.

Resource adapted from 'A change in diet may have helped our brains get so big' by Melissa Hogenboom

Name: _____

Register Number: _____

Class: _____



南僑中學

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PRELIMINARY EXAMINATION ONE 2017
SECONDARY FOUR EXPRESS

For Marker's Use

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

28 April 2017, Friday

QUESTION BOOKLET

1 hour 50 minutes

Additional Materials:

Answer Paper
Insert

READ THESE INSTRUCTIONS FIRST

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

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

Section A is an Insert.

For **Section A** write your answers in the space provided on the Insert.

For **Section B** and **Section C** write your answers on the separate Answer Paper provided.

Start **Section C** on a fresh sheet.

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

Submit the **Section A** insert, **Section B** and **Section C** separately.

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

Setter: Mr Fu Kaidi

This document consists of 4 printed pages and 1 Insert.

Section B [30 marks]

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

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

At the start of the year, students were informed that there would be a stipulated snack time at 1215 hours each day. You have been an ardent participant of this new initiative, but as a progressive gourmet, you have found the range of snacks offered by the school canteen lacking. Recently, you came across a webpage which inspired you to dream of putting new cravings on your palate. Write to the Manager of the school canteen to propose introducing a new snack for sale.

In your proposal, state clearly:

- one snack you have chosen which may appeal to members of the school
- how the snack will benefit them
- how the snack can be promoted by the canteen vendor

Write your report in clear, accurate English and in a persuasive, enthusiastic tone, to convince the Manager to support your plan.

You should use your own words as much as possible.

Teenage

HAPPENINGS FASHION BEAUTY LIFESTYLE ENTERTAINMENT CAMPUS WIN ABOUT TGY 2017 LOGIN

LISTEN

GUILT-FREE HEALTHY SNACKS

15 SEP 2016 BY VENETIA SNG



Banana

Reach for a banana the next time you need an instant pick-me-up.

They contain tryptophan, a protein that converts into serotonin, the feel-good chemical that makes you happier.

Also, bananas are packed with vitamin B, potassium, iron, fibre and many other health benefits like alleviating depression and boosting brainpower.

Dark Chocolate

This unexpected superfood is full of cancer-preventing antioxidants, and minerals like iron, zinc, magnesium and fibre. It lowers blood cholesterol, reduce stress hormone levels, and improves alertness, concentration and memory recall.

Milk chocolates are a NO NO because they're sugar-filled and overly processed. Only go for dark chocolate with 70% to 90% cocoa.

Low Fat Yoghurt

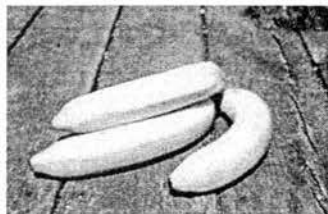
Regular consumption of yogurt helps reduce brain activity that handles emotion (stress and anxiety) and increase activity in the 'decision-making' regions of the brain.

Yogurt is also chock-full of calcium and protein, and is a great meal replacement if you're looking to shed some weight. Throw in a handful of berries to make it tastier!

Sweet Potato

Eating sweet potatoes boosts your serotonin production while supplying your body with fibre, carbohydrates, vitamins and minerals that are good for both your heart and mind.

In addition, sweet potatoes negate pesky sugar cravings because they're already subtly sweet. So yay for double efficiency!



4

Section C [30 marks]

Begin your answer on a fresh sheet of paper.

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

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

- 1 Describe a kind act that you had witnessed. Why will the deed always remain in your memory?
- 2 Which features of the Singapore education system make it attractive to people from the region?
- 3 What do you consider to be your greatest regret, and why?
- 4 'News will always be in demand.' What are your views?

Name: _____ Register Number: _____ Class: _____



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PRELIMINARY EXAMINATION ONE 2017
SECONDARY FOUR EXPRESS

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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension
INSERT

28 April 2017, Friday

1 hour 50 min

Candidates answer in the Question Paper Booklet.

READ THESE INSTRUCTIONS FIRST

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

Setter: Mr Fu Kaidi

This paper consists of 6 printed pages including the cover page.

2
Section A

Text 1

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



**GET MAGNOLIA
LONG LIFE MILK**

Magnolia Long Life Milk contains all the natural goodness of milk. And it's "sealed-in" fresh in Magnolia's Tetra-Pak. To open, just pull the tab! No waste! No spills! No mess!

And thanks to the U.H.T. Process, Magnolia Long Life Milk in its special pack stays fresh without refrigeration!

Magnolia Long Life Milk now comes in the Tetra-Pak. Also available in Brick Packs - natural milk and chocolate flavours.

250ml

500ml

3
Section B

Text 2

In the text below, a traveller describes his experience of a road trip to Mexico City and the sights and sounds in it. Read the text carefully and answer Questions 5 – 13 in the Question Booklet.

A Different World

- 1 We came into the dizzying heights of the Sierra Madre Oriental mountain range. The banana trees gleamed golden in the haze. Great fogs yawned beyond stone walls along the precipice. Below, the Moctezuma river was a thin golden thread in a green jungle mat. Strange crossroad towns on top of the world rolled by, with shawled natives watching us from under hat-brims and long scarves. Life was dense, dark, ancient. They watched Dean, serious and insane at his raving wheel, with eyes of hawks. All had their hands outstretched. They had come down from the back mountains and higher places to hold forth their hands for something they thought civilization could offer, and they never dreamed the sadness and poor, broken delusion of it. They didn't know that our blind progress could crack all our bridges and roads and reduce them to jumbles, and we would be as poor as them someday, and stretching out our hands in the same, same way. Our broken car, old thirties up-going American car, rattled through them and vanished in dust. 5

- 2 A brief mountain pass took us suddenly to a height from which we saw all of Mexico City stretched out in its volcanic crater below and spewing city smokes and early dusk-lights. Down to it we zoomed, down the street, straight toward the heart of town. Kids played soccer in enormous, sad fields that threw up dust. Long, ragged adobe slums stretched out on the plains; we saw lonely figures in the dimming alleys. Soon night would come. Then the city roared in and suddenly we were passing crowded cafes and theatres and many lights. Newsboys yelled at us. Mechanics slouched by, barefoot, with wrenches and rags. Mad, barefoot local drivers cut across us and surrounded us and tooted and made frantic traffic. The noise was incredible. No mufflers are used on Mexican cars. Horns are 10
batted with glee continual. 15

- 3 "Wheel!" yelled Dean. "Look out!" He staggered the car through the traffic and played with everybody. He drove like a local. He got on a circular road and rolled around it with its eight spokes shooting cars at us from all directions, left, right, dead ahead, and yelled and jumped with joy. "This is traffic I've always dreamed of! Everybody goes!" 25

- 4 An ambulance came balling through. American ambulances dart and weave through traffic with siren blowing; the great Mexican ambulances merely come through at eighty miles an hour in the city streets, and everybody just has to get out of the way and they don't pause for anybody or any circumstances and fly straight through. We saw it reeling out of sight on skittering wheels in the breaking-up confusion of dense downtown traffic. 30
35

- 5 People, even old ladies, ran for buses that never stopped. Young Mexico City businessmen made bets and ran by squads for buses and athletically jumped them. The bus-drivers were barefoot, sneering and insane, and sat low and squat in T-shirts at the low, enormous wheels. Holy pictures burned over them. The lights in the buses were brown and greenish, and dark faces were lined on wooden benches. In downtown Mexico City, thousands of hipsters in floppy straw hats and long-lapelled jackets over bare chests padded along the main road, some of them selling merchandise in the alleys, some of them kneeling in beat chapels next to Mexican comic performances in sheds. Some alleys were rubble, 40

with open sewers, and little doors led to closet-size stores stuck in adobe walls. 45
You had to jump over a ditch to get to them, and in the bottom of the ditch was the
ancient lake of the Aztec. You came out of the store with your back to the wall and
edged back to the street. They sell all sorts of trinkets. Mambo music blared from
everywhere. We wandered in a frenzy and a dream. We ate beautiful steaks for
forty-eight cents in a strange tiled Mexican cafeteria with generations of 50
percussion musicians standing at one immense instrument – also wandering
singing guitarists, and old men on corners blowing trumpets. You went by the sour
stink of bars; they gave you a water glass of cactus juice in there, two cents.

- 6 Nothing stopped; the streets were alive all night. Beggars slept wrapped in
advertising posters torn off fences. Whole families of them sat on the sidewalk, 55
playing little flutes and chuckling in the night. Their bare feet stuck out, their dim
candles burned, all Mexico was one vast, free-spirited camp. On corners, old
women cut up the boiled heads of cows and wrapped morsels in a pancake-like
pastry, and served them with hot sauce on newspaper napkins. This was the
great and final wild uninhabited childlike city that we knew we would find at the 60
end of the road.

Adapted from 'On the Road' by Jack Kerouac

5
Section C

Text 3

The article below is about the cultural significance of the princess character. Read the text carefully and answer Questions 14 – 19 in the Question Booklet.

The Changing Princess

- 1 When asked about Disney movies, many parents groan and launch into a familiar diatribe about the studio that transformed their daughters into princesses. The dresses, the tiaras, the pink; countless parents watch their little girl embrace the princess way of life, and struggle with the contradictory messages found in many of the films. Disney princesses have often come under attack for promoting harmful, unrealistic body types and the narrow ideal of marriage as the happiest of endings for young women. 5
- 2 The Walt Disney Corporation has enjoyed a lengthy reign in the realm of princess film production, helping to shape the ideals of femininity for millions of little girls both in America and around the world. Despite the obvious unreal nature of these fairy-tale narratives, the central characters that inhabit these imaginary lands are human, and as such their representations bear a considerable likeness to contemporary gender expectations and stereotypes, giving audiences a figure with whom they could comfortably identify. What is most fascinating is Disney's endless revamping of the princess to correspond with modern gender standards, to maintain relevance both in actions and characteristics. 10 15
- 3 In the 1930s, The Great Depression left tens of thousands of people jobless, and the competition for labour, combined with Catholic moral reform movements, fostered a national desire for women to return to the home, a mentality that was also widely reinforced by the media. Despite the declining economy, the release of Snow White and the Seven Dwarfs was released to critical and commercial success. The incredibly popular animated film featured a female protagonist who fit the domestic expectations of a woman then. Snow White exemplified Hollywood's trend towards passive, child-like figures, and her pure maiden innocence was highly desirable. 20 25
- 4 However, the popularity of this submissive female image dwindled towards World War II. From 1937 to 1950, princess characters were entirely absent, mainly due to the unprecedented public activism of American women in the war effort. Since women were leading the war effort at home – managing entire households and companies on their own, few would easily or readily identify with the passive damsel awaiting her prince. 30
- 5 This trend thrived until the post-war period, when the appeal and security of domestic marriage became popular again. The success of Cinderella demonstrated this shift in mainstream cultural thinking after World War II, towards the desire for women to return to family matters and allow men to embody the ideals of hard work and ambition. 35
- 6 The trends towards traditional femininity represent cultural attitudes toward adult females, and with Sleeping Beauty, Disney attempted to retain traditional ideals of femininity while speaking to a changing generation. However, the film's critical and popular failure suggests that these new filmgoers found the rigidly defined gender roles of Disney princesses less desirable and irrelevant to their experiences. Hence, it is unsurprising that the period between 1960 and 1989 saw no princess films. This era of American filmmaking coincided with massive 40

campaigning for gender equality as well as questioning of previously unchallenged gendered images.

45

- 7 If Snow White, Cinderella and Sleeping Beauty exemplified the traditional Disney female as docile, beautiful objects waiting for their prince to come, then princesses who come later are exactly the opposite: focused, ambitious, and in some cases, literally heroic as they perform the traditional prince role and save the day. These feisty new heroines rarely felt love at first sight, and did not relish the idea of spending happily ever after with a rude, conceited prince. Many of them reject, initially at least, suitors who would come into conflict with their goals. However, the ability to choose the right suitor at the end signifies the newfound rights of women, and thus constitutes a happy ending. The feminist movement celebrates woman as the individual who could make her own decision, and thus Disney's storytelling shifted from any prince to the right prince. 50 55
- 8 Film companies often claim to cater to consumer preferences, but as film viewership continues to decrease, studios should offer young girls more than dress-up and tiaras from their narratives. Little girls eventually outgrow their infatuation with the princess, and thus studios must rethink their products in order to create long term interest. Until Disney develops and markets profound, quality narratives with cultural endurance, its heroines will never truly champion the progressive ideals of equality that inspired the feminist movement for decades. 60

Adapted from 'Damsels and Heroines – The Conundrum of the Post-Feminist Disney Princess' by Cassandra Stover

Name: _____

Register Number: _____

Class: _____



南僑中學

NAN CHIAU HIGH SCHOOL
PRELIMINARY EXAMINATION ONE 2017
SECONDARY FOUR EXPRESS

For Marker's Use

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension
QUESTION PAPER BOOKLET

28 April 2017, Friday

1 hour 50 min

READ THESE INSTRUCTIONS FIRST

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

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

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

Setter: Mr Fu Kaidi

This paper consists of 8 printed pages including the cover page.

Section A [5 marks]

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

- 1 What idea is the main photograph trying to establish?

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

- 2 Refer to the write-up of the advertisement.

Give **two** pieces of evidence to show that Magnolia Long Life Milk is a processed drink.

(i)
..... [1]

(ii)
..... [1]

- 3 The writer says 'No waste! No spills! No mess!' What is the effect of this expression?

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

- 4 Which sentence gives the main purpose of the advertisement?

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

Name: _____ Register Number: _____ Class: _____

Section B [20 marks]

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

- 5 At the beginning of this text the writer and his companion arrived at a new place.

Explain how the language used in Paragraph 1 emphasises the majestic view on the Sierra Madre Oriental. Support your ideas with three details from the Paragraph.

.....

.....

.....

.....

.....

..... [3]

- 6 The writer describes the life of Indians to be 'dense, dark, ancient' (line 6). What does this description suggest about how the life of Indians appears to him?

Description	How life of Indians appears to writer
'dense'	
'dark'	
'ancient'	

[3]

- 7 The writer says that the Indians 'never dreamed the sadness and poor, broken delusion of it' (line 9-10).

(i) What is 'it'?

..... [1]

(ii) What is the writer's tone when he said this?

..... [1]

- 8 Find words in Paragraph 2 which suggest

(i) moving very quickly [1]

(ii) moving wearily [1]

4

- 9 In Paragraph 2 'Kids played soccer in enormous, sad fields that threw up dust'. What do the underlined words suggest about the fields?

.....
 [1]

- 10 'American ambulances dart and weave through traffic with siren blowing'. (line 30-31).
 How are Mexican ambulances different? **Answer in your own words.**

.....
 [1]

- 11 In Paragraph 5 'People, even old ladies, ran for buses that never stopped.'
 What is unusual and effective about the phrase 'buses that never stopped'?

.....

 [2]

- 12 The writer says that they 'wandered in a frenzy and a dream' (line 49).

(i) What was the writer's state of mind when he arrived at downtown Mexico City?

.....
 [1]

(ii) How did the place appear to him?

.....
 [1]

- 13
- The structure of the text reflects the main stages in the narrative.
Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.

Main focus

a sense of danger	enjoying the experience	running out of time
a dispute between cultures	realising the differences	a contrast of perception
	a vibrant sight	

Flow chart

Paragraph 1	(i)
Paragraph 2	(ii)
Paragraphs 3-4	(iii)
Paragraphs 5-6	(iv)

[4]

Section C [25 marks]

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

- 14 The writer lists the reasons why Disney princesses are deemed as a bad influence on girls. Which **two** reasons are given in Paragraph 1?

(i) [1]

(ii) [1]

- 15 What is the purpose of the 'endless revamping' (line 15) of princesses? **Answer in your own words.**

..... [2]

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



Fiona

Cinderella arrived at the right time, which was why it became a successful film.

Sleeping Beauty was unable to rise to the occasion and did poorly at the box office.



Mandy

- (i) Identify **one** reason from Paragraph 5 that Fiona can give to support her view.

..... [1]

- (ii) How would Mandy explain her position with reference to lines 39-42?

..... [1]

7

- 17 The writer states that the traditional princess will spend 'happily ever after with a rude, conceited prince' (line 50).

(i) What attitude to the fate of the traditional princess is suggested here?

..... [1]

(ii) Explain how the expression suggests this attitude.

..... [1]

- 18 With reference to Paragraph 8, explain why it is important for Disney to reinvent their princesses. **Answer in your own words.**

..... [2]

- 19 Using your own words as far as possible, summarise the conditions which led to the rise and fall of popularity of the Disney Princess.

Use only information from Paragraphs 3 to 5.

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

The Disney Princess became popular during

[illegible]

© 2004 Blackwell Publishing Ltd, *Journal of Internal Medicine* 255: 105–112

No of words:

[15].

Answers

The reason why some primates have bigger brains than others is often		
said to be their social behaviour. That is, primates who move around in	1	that/which (pronoun)
bigger and more complex social groups require bigger brains on order	2	in (preposition)
to		
efficiently managed all of those social relations. A new research has	3	manage (to- infinitive)
found that diet, not social group size, was the key factor linked to brain	4	√
size. It has long been know that fruit-eating primates tend to have	5	known (present perfect)
bigger brains than leaf-eating primates. This might be because there	6	√
are benefits to eating fruit. It has the higher nutritional value and is far	7	a (article)
easily to digest than leaves. However, it is also a more demanding diet	8	easier (comparative)
in some ways. For instance, fruit is more irregular distributed in both	9	irregularly (adverb)
space and time, which made the task of finding food more complex	10	makes (present tense / singular verb)
and dangerous.		



Suggested Answers

Section A [5 marks]	
Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1-4.	
1	What idea is the main photograph trying to establish?
	<p>It shows</p> <ul style="list-style-type: none"> a young boy smiling / enjoying his drink, which suggests that the drink can be consumed readily <p><u>or</u></p> <ul style="list-style-type: none"> as the pack is easy to open. <p>(Both parts. Award 1 mark)</p>
2	Refer to the write-up of the advertisement.
	Give two pieces of evidence to show that Magnolia Long Life Milk is a processed drink.
	<ul style="list-style-type: none"> 'contains all the natural goodness of milk' suggests that one would not expect to find it in the product originally. The 'U.H.T. Process' enables the drink to stay fresh without refrigeration. Availability in 'natural milk' flavour suggests that it contains artificial flavouring. <p>(Any 2 answers. Award total 2 marks)</p>
3	The writer says 'No waste! No spills! No mess!' What is the effect of this expression?
	<p>It makes the reader</p> <ul style="list-style-type: none"> feel assured / convinced that the pull-tab pack is very easy to handle <p>(Both parts. Award 1 mark)</p>
4	Which sentence gives the main purpose of the advertisement?
	<p>It is 'Get Magnolia Long Life Milk'.</p> <p>(Award 1 mark)</p>

Section B [20 marks]									
Refer to Text 2 on pages 3-4 of the Insert for Questions 5-13.									
5	<p>At the beginning of this text the writer and his companion arrived at a new place.</p> <p>Explain how the language used in Paragraph 1 emphasises the majestic view on the Sierra Madre Oriental. Support your ideas with three details from the Paragraph.</p> <p>'banana trees gleamed golden in the haze' suggests that the trees were shining / reflecting light from the sun, and it made the landscape look grand.</p> <p>'Great fogs yawned beyond stone walls' suggests that the fogs covered a wide area and it made the landscape look imposing.</p> <p>'(a) thin golden thread' suggests that the river looked delicate and precious from the mountain range.</p> <p>[3]</p>								
6	<p>The writer describes the life of Indians to be 'dense, dark, ancient' (line 6). What does this description suggest about how the life of Indians appears to him?</p> <table border="1"> <thead> <tr> <th>Description</th><th>How life of Indians appears to writer</th></tr> </thead> <tbody> <tr> <td>'dense'</td><td>complex / complicated</td></tr> <tr> <td>'dark'</td><td>mysterious / secretive</td></tr> <tr> <td>'ancient'</td><td>primitive / basic / simple</td></tr> </tbody> </table> <p>Words should describe 'life'.</p> <p>[3]</p>	Description	How life of Indians appears to writer	'dense'	complex / complicated	'dark'	mysterious / secretive	'ancient'	primitive / basic / simple
Description	How life of Indians appears to writer								
'dense'	complex / complicated								
'dark'	mysterious / secretive								
'ancient'	primitive / basic / simple								
7	<p>The writer says that the Indians 'never dreamed the sadness and poor, broken delusion of it' (line 9-10).</p> <p>(i) What is 'it'?</p> <p>It is the thought of civilisation having something to offer them.</p> <p>[1]</p> <p>(ii) What is the writer's tone when he said this?</p> <p>It is one of sympathy / compassion.</p> <p>[1]</p>								
8	<p>Find words in Paragraph 2 which suggest</p> <p>(i) moving very quickly: 'zoomed'</p> <p>[1]</p> <p>(ii) moving wearily: 'slouched by'</p> <p>[1]</p>								

9	In Paragraph 2 'Kids played soccer in enormous, <u>sad</u> fields that <u>threw up dust</u> '. What do the underlined words suggest about the fields?
	They are barren / desiccated. [1]
10	'American ambulances dart and weave through traffic with siren blowing'. (line 30-31). How are Mexican ambulances different? Answer in your own words.
	PW: '... they don't pause for anybody or any circumstances and fly straight through.' Mexican ambulances ignore obstacles and drive directly to their destination. [1]
11	In Paragraph 5 'People, even old ladies, ran for buses that never <u>stopped</u> '. What is unusual and effective about the phrase 'buses that never stopped'?
	It is unusual as buses have to stop to pick up passengers. It is effective as it shows how hectic / fast-paced the scene was. (from 'ran... never stopped' -> movement) or It is effective as it shows how chaotic the scene was. (from 'moil of dense downtown traffic') [2]
12	'We wandered in a frenzy and a dream'. (line 49).
	(i) What was the writer's state of mind when he arrived at downtown Mexico City?
	The writer was full of excitement. [1]
	(ii) How did the place appear to him?
	It appeared surreal / unreal. [1]

13	<p>The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.</p>		
	Main focus		
	<div> <div>a sense of danger</div> <div>a dispute between cultures</div> </div>	<div> <div>enjoying the experience</div> <div>realising the differences</div> <div>a vibrant sight</div> </div>	<div> <div>running out of time</div> <div>a contrast of perception</div> </div>
	Flow chart		
	Paragraph 1	(i)	a contrast of perception - 'come down from... for something they thought...' - 'They didn't know... we would be as poor as them someday...'
	Paragraph 2	(ii)	a vibrant sight - 'Mexico City... spewing city smokes and early dusk-lights.' - 'city roared in... crowded cafes and theatres and many lights.' - 'Newsboys... Mechanics... drivers... noise was incredible.'
	Paragraphs 3-4	(iii)	realising the differences - 'This is the traffic I've always dreamed of! Everybody goes!' - 'American ambulances... Indian ambulances...'
	Paragraphs 5-6	(iv)	enjoying the experience - 'in a... dream' - 'beautiful steaks...' - 'great... city... we knew we would find...'
	[4]		

Section C [25 marks]	
Refer to Text 3 on pages 5-6 of the Insert for Questions 14-19.	
14	<p>The writer lists the reasons why Disney princesses are deemed as a bad influence on girls. Which two reasons are given in Paragraph 1?</p> <p>(i) They promote harmful, unrealistic body types. [1]</p> <p>(ii) They promote the narrow ideal of marriage as the happiest of endings for young women. [1]</p>
15	<p>What is the purpose of the 'endless revamping' (line 15) of princesses? Answer in your own words.</p> <p>PW: '... correspond with modern gender standards, to maintain relevance both in actions and characteristics.'</p> <p>The purpose is to match what is expected of each gender today / contemporary gender expectations [1]</p> <p>and keep / preserve appropriate gender behaviour and traits. [1]</p>
16	<p>Here is part of a conversation between two students, Fiona and Mandy, who have read the article.</p> <div>  <p>Cinderella arrived at the right time, which was why it became a successful film.</p> <p>Fiona</p> </div> <div>  <p>Sleeping Beauty was unable to rise to the occasion and did poorly at the box office.</p> <p>Mandy</p> </div> <p>(i) Identify the reason from Paragraph 5 that Fiona can give to support her view.</p> <p>There was the desire for women to return to family matters and allow men to embody the ideals of hard work and ambition. [1]</p> <p>(ii) How would Mandy explain her position with reference to lines 39-42?</p> <p>New filmgoers found Sleeping Beauty to be less desirable and irrelevant to their</p>

	experiences, having a rigidly defined gender role. [1]																		
17	The writer states that the traditional princess will spend 'happily ever after with a rude, conceited prince' (line 50). (i) What attitude to the fate of the traditional princess is suggested here? It is an attitude of disapproval. [1] (ii) Explain how the expression suggests this attitude. The idea of living with a rude and conceited person suggests that the princess will suffer / lead a sad life. [1]																		
18	With reference to Paragraph 8, explain why it is important for Disney to reinvent their princesses. Answer in your own words. PW: 'Little girls eventually outgrow their infatuation... , heroines will never truly champion the progressive ideals of equality that inspired the women's movement' It is important to do so as after some time / in time, girls will lose interest in princesses. [1] It is important to do so to allow princesses to represent / support the fair treatment of women. [1]																		
19	Using your own words as far as possible , summarise the conditions which led to the rise and fall of popularity of the Disney Princess. Use only information from Paragraphs 3 to 5. Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin). The Disney Princess became popular during																		
	<table><tr><td>1</td><td>... <u>The Great Depression</u> left tens of thousands of people jobless...</td><td>The Great Depression when there was not enough jobs.</td></tr><tr><td>2</td><td>... combined with <u>Catholic moral reform movements</u></td><td>Together with Catholic moral reform movements,</td></tr><tr><td>3</td><td>... fostered a national <u>desire for women to return to the home</u>...</td><td>women were encouraged to fulfil domestic duties.</td></tr><tr><td>4</td><td>... a mentality that was also widely reinforced by the media.</td><td>The idea was promoted by the media.</td></tr><tr><td>5</td><td>... Snow White... fit the <u>domestic expectations of a woman then</u>.</td><td>Snow White portrayed the ideal image of a woman then.</td></tr><tr><td>6</td><td>Snow White exemplified <u>Hollywood's</u></td><td>She represented the media's portrayal</td></tr></table>	1	... <u>The Great Depression</u> left tens of thousands of people jobless...	The Great Depression when there was not enough jobs.	2	... combined with <u>Catholic moral reform movements</u>	Together with Catholic moral reform movements,	3	... fostered a national <u>desire for women to return to the home</u> ...	women were encouraged to fulfil domestic duties.	4	... a mentality that was also widely reinforced by the media.	The idea was promoted by the media.	5	... Snow White... fit the <u>domestic expectations of a woman then</u> .	Snow White portrayed the ideal image of a woman then.	6	Snow White exemplified <u>Hollywood's</u>	She represented the media's portrayal
1	... <u>The Great Depression</u> left tens of thousands of people jobless...	The Great Depression when there was not enough jobs.																	
2	... combined with <u>Catholic moral reform movements</u>	Together with Catholic moral reform movements,																	
3	... fostered a national <u>desire for women to return to the home</u> ...	women were encouraged to fulfil domestic duties.																	
4	... a mentality that was also widely reinforced by the media.	The idea was promoted by the media.																	
5	... Snow White... fit the <u>domestic expectations of a woman then</u> .	Snow White portrayed the ideal image of a woman then.																	
6	Snow White exemplified <u>Hollywood's</u>	She represented the media's portrayal																	

		trend towards passive, child-like figures, and her pure maiden innocence was highly desirable.	of women to be passive, child-like and innocent.
7+	...	the popularity of this submissive female image dwindled towards <u>World War II</u> / few would easily or readily identify with the passive damsel...	The Disney Princess became less popular when World War II arrived. / Many were unable to associate with the image of the princess.
8++	...	unprecedented public activism of American <u>women</u> in the war effort. / women were <u>leading the war effort at home</u> / <u>managing entire households and companies</u> on their own...	As women were very involved in public activism / and were in charge of households and companies,
9	...	post-war period... the appeal and security of domestic marriage became popular again.	After the war, marriage was once more attractive
10	...	desire for women to return to family matters...	and there was a demand for women to resume domestic duties.
11	...	success of Cinderella demonstrated this shift in mainstream cultural thinking.....	



**SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2017
SECONDARY FOUR
O-LEVEL PROGRAMME**

CANDIDATE
NAME

CLASS

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INDEX
NUMBER

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ENGLISH LANGUAGE

1128/01

Friday

21 July 2017

1 hour 50 minutes

Paper 1 Writing
INSERT

READ THESE INSTRUCTIONS FIRST

Write your centre number, index number and name on all the work you hand in.
Write in dark blue or black pen.

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

This Insert contains **Section A**.

Write your answers in the spaces provided.

For Examiner's Use

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This question paper consists of 2 printed pages.

Section A [10 marks]

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

If there is NO error in a line, put a tick (✓) in the space provided.
If the line is incorrect, **circle** the incorrect word and write the correct word in the space provided.
The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived **to** my destination at 2pm. at
.....

My mother always wears sensible clothes. ✓
.....

Few places on earth offer more ways to witness the aurora borealis
than Norway. On a very basic level, the Northern Lights are quite simple 1
to explain. The lights come at night when the sky is dark. It's like a 2
celestial ballet of light danced across the sky, with a colour palette – 3
green, pink and violet – reminiscence of a scintillating fashion show 4
from the 1980s. With the locals in Northern Norway, the northern lights 5
are a part of life. To others, like a celebrity scientist, Neil deGrasse 6
Tyson, the phenomena is simply a testament to how beautiful science 7
can be. "It's a curious thing about the universe," he says, "that before 8
some of the most stunning sights to behold, lay some of the most 9
challenging problems in physics." Science apart, the aurora borealis 10
has been, and still is, a fertile source for art, mythology and legends.

END OF INSERT



**SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2017 -
SECONDARY FOUR
O-LEVEL PROGRAMME**

CANDIDATE
NAME

CLASS

INDEX
NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

Friday

21 July 2017

1 hour 50 minutes

Additional Materials: Answer Paper
Insert

READ THESE INSTRUCTIONS FIRST

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

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

Section A is an Insert.

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

For **Section B** and **Section C** write your answers on the separate Answer Paper provided.

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

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

For Examiner's Use

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This question paper consists of 4 printed pages and 1 insert.

Section B [30 marks]

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

Maranatha Primary School conducts learning journeys every December. Besides enhancing their students' awareness of social concerns, these trips encourage them to make a positive change. Your teachers believe it will be meaningful for student leaders from your school to conduct a learning journey for the upper primary students.

As Head of your school's School Partnership Committee, write a proposal to the Principal of Maranatha Primary School, suggesting:

- proposed activities at **two** attractions on the brochure
- another activity to be held at your school
- how these activities meet their objectives
- how students from your school will be interacting with the primary school children

Write your letter in clear, accurate English, and in a persuasive tone, to convince the Principal of the benefits of having your student leaders guide Maranatha Primary School students on this learning journey.

You may add any other details you think will be helpful.

You should use your own words as much as possible.

Singapore Beyond the Surface

Sembwaste Singapore



Visit one of many waste management plants in Singapore.

Witness the shocking amount of garbage generated by Singaporeans. This includes tonnes of food, usable household items and recyclable materials.

Discover the repercussions of such massive wastage and how to reduce it.

Changi Chapel & Museum



This site is a reminder of the pain of the Prisoners-of-War and civilians held at Changi Prison during the Japanese Occupation. It aims to depict both the horror and heroism that emerged then.

Opt for a 45-minute guided tour or use audio resources to hear the prisoners' experiences. View their photographs, drawings and letters.

TWC2 Exhibition & Talk



Transient Workers Count Too (TWC2) is an advocacy group for foreign workers, including construction workers and domestic workers.

The talk-cum-exhibition showcases pictures and videos depicting their problems. Games will help visitors empathise with the prejudice they face.

Local celebrities will speak on this issue.

ACRES Wildlife Rescue Centre



See the cruel impact of the wildlife trade in live animals or their body parts. See rescued wildlife before they are returned to their habitats.

Programmes offered at the Education Centre, Outdoor Conservation Classroom and Children's Corner aim to inspire the public to respect wildlife and raise awareness about how to end animal cruelty.

Section C [30 marks]

Begin your answer on a fresh page.

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

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

- 1 What are some school experiences that still mean a great deal to you? Why are they so memorable?
- 2 The beauty of travel.
- 3 'Teenagers today have lost touch with their culture and heritage.' To what extent is this statement true in your country?
- 4 In what ways do you hope to contribute to your country in the future? Consider this in terms of your skills, strengths and areas of interest.

END OF PAPER



**SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2017
SECONDARY FOUR
O-LEVEL PROGRAMME**

CANDIDATE
NAME

CLASS

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INDEX
NUMBER

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ENGLISH LANGUAGE	1128/02
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Paper 2 Comprehension

INSERT

Friday 21 July 2017 1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional Materials: Question Booklet

READ THESE INSTRUCTIONS FIRST

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

Submit this Insert.

This Insert consists of 6 printed pages (including this cover page).

[Turn over

Section A

Text 1

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

	<p>ABOUT EXPLORING SINGAPORE FOR A CAUSE (ESC)</p> <p>LocoMole has launched 12 trails under the <i>Exploring Singapore for a Cause</i> initiative. The app offers 12 charity walking trails, each with interactive portions that offer you tales of the various destinations and stories about charities that help the underprivileged — from families to migrant workers — and the environment. As you explore, you'll learn about the social causes supported by different charities, and how you can contribute towards them.</p>
<p>12 TRAILS FOR 12 CHARITIES</p> <p>EXPLORING SINGAPORE FOR A CAUSE</p> <p>START EXPLORING TODAY ></p>	
<p>ABOUT LOCOMOLE</p> <p>Individuals, families, and corporations can now download the LocoMole app on their own smartphones and mobile devices. LocoMole is a story-telling and discovery platform designed for both Singapore residents and tourists. A highly experiential app, it helps users to navigate and explore different precincts in Singapore using their mobile devices. The app's location-based technologies will automatically push interactive content to users upon arrival at any place of interest.</p>	<p>Some Trails:</p> <ul style="list-style-type: none"> • Chinatown Trail (Yong-en Care Centre): Bargain-hunting at People's Park and strolling along colourful shop houses. • Central Civic District Trail (Make-A-Wish Foundation): Peranakan Museum, Singapore's oldest church and the Central Fire Station Heritage Gallery. • Joo Chiat Trail (Cornerstone Community Service): Facets of Singapore's first Heritage Town, Peranakan treats and chats with a Peranakan scholar. • Kampong Glam Trail (Malay Heritage Foundation): Trendy shops at Haji Lane and learning about culture at the Malay Heritage Centre.

Section B

Text 2

The text below describes a group of children at play. Read the text carefully and answer Questions 5 – 14 in the Question Paper Booklet.

- 1 It was still too hot to play outdoors. They had had their teas, they had been washed and had their hair brushed, and after the long day of confinement in the house that was not cool but at least a protection from the sun, the children strained to get out. Their faces were red and bloated with the effort, but their mother would not open the door, everything was still curtained and shuttered in a way that stifled the children, made them feel that their lungs were stuffed with cotton wool and their noses with dust and if they didn't burst out into the light and see the sun and feel the air, they would choke. 5
 - 2 They wailed so horrendously that she actually let down the bolt of the front door so that they burst out like seeds from a crackling, over-ripe pod into the veranda, with such wild, maniacal yells that she retreated to her bath and the shower of talcum powder and the fresh sari¹ that were to help her face the summer evening. 10
 - 3 They faced the afternoon. It was too hot. Too bright. The white walls of the veranda glared stridently in the sun. The bougainvillea hung about it, purple and magenta, in livid balloons. The garden outside was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in all shades of metal – aluminium, tin, copper and brass. No life stirred at this arid time of day – the birds still drooped, like dead fruit, in the papery tents of the trees; some squirrels lay limp on the wet earth under the garden tap. The outdoor dog lay stretched as if dead on the veranda mat, his paws, eyes and ears and tail all reaching out like dying travellers in search of water. He rolled his eyes at the children – two white marbles rolling in the purple sockets, begging for sympathy – and attempted to lift his tail in a wag but could not. It only twitched and lay still. 15 20 25
 - 4 Then, perhaps roused by the shrieks of the children, a band of parrots suddenly fell out of the eucalyptus tree, tumbled frantically in the still, sizzling air, then sorted themselves out into battle formation and streaked away across the white sky.
 - 5 The children, too felt released. They too began tumbling, shoving, pushing against each other, frantic to start. Start what? Start their business. The business of the children's day which is – play. 30
- "Let's play hide-and-seek."
 "You'll be *It*."
 "Why should I? You be –" 35
- 6 The shoves became harder. Some kicked out. The motherly Mira

[Turn over

intervened. She pulled the boys roughly apart. There was a tearing sound of cloth but it was lost in the heavy panting and angry grumbling and no one paid attention to the small sleeve hanging loosely off a shoulder.

- 7 "Make a circle, make a circle!" she shouted, firmly pulling and pushing till a 40
kind of vague circle was formed. "Now clap!" she roared and, clapping, they
all chanted in melancholy unison. Raghu was it. He started to protest, to cry,
but it was too late, the others had all streaked away.
- 8 There was no one to hear when he called out, "Only in the veranda – the 45
porch!" No one had stopped to listen, all he saw were their brown legs
flashing through the dusty shrubs, scrambling up brick walls, leaping over
compost heaps and hedges, and then the porch stood empty in the purple
shade of the bougainvillea and the garden was as empty as before; even the
limp squirrels had whisked away, leaving everything gleaming, brassy and
bare. 50
- 9 Only small Manu suddenly reappeared, as if he had dropped out of an
invisible cloud or from a bird's claws and stood for a moment in the centre of
the yellow lawn, chewing his finger and near to tears as he hears Raghu
shouting, with his head pressed against the veranda wall, "Eighty-three, 55
eight-five, ninety..." and then made off in a panic, half of him wanting to fly
north, the other half counselling south. Raghu turned just in time to see the
flash of his white shorts and the uncertain skittering of his red sandals, and
charged after him with such a blood-curdling yell that Manu stumbled over
the hosepipe, fell into its rubber coils and lay there weeping, "I won't be it –
you have to find them all – all – All!" 60

¹sari: traditional female Indian dress

Adapted from 'Games at Twilight' by Anita Desai

Section C

Text 3

The article below explains the impact of cheap labour in the garment industry. Read the text carefully and answer Questions 15 – 22 in the Question Booklet.

- 1 In a suite of offices lined with racks of clothes on the seventh floor of an industrial building in the back streets of Kowloon, Hong Kong, the Head of a trading company explains the economic reality that has transformed the global garment industry over the past decade. "Ten years ago, you could only buy a T-shirt for US\$5. Now you can buy a sweater for US\$6, and for US\$9 you can buy a jacket," says Lui Wing-har, Managing Director of Top Grade International Enterprise. "We make maybe 50,000 T-shirts in each style - and that is why we can sell them for US\$3 or US\$4." 5
- 2 A decade ago, most of those T-shirts would have been made in Guangdong, a province in China once known as the 'world's workshop'. Today, the looms are turning faster than ever - but the work has moved nearly 2,500km from Guangdong to Dhaka, Bangladesh. Soaring labour costs have seen garment production find a new home in Bangladesh. As clothing factories in southern China close down, Top Grade is seeing orders boom. The company had the prescience to set up in Bangladesh before most of its competitors and now has 20 to 30 factories in Dhaka. Lui and her industry colleagues expect Bangladesh to overtake the mainland as the world's biggest garment producer in a matter of years. 10 15
- 3 More than four million people work in Bangladesh's garment industry, which now accounts for about 80 per cent of the country's foreign trade. It has the potential to lift the nation out of poverty in the same way manufacturing transformed the lives of tens of millions of migrant workers in China in the 1980s and 90s. But the relentless demand for ever-cheaper clothes from high-street stores and supermarket chains in the West is keeping workers' wages at levels as low as US\$68 a month – an amount that pressure groups, unions and even some employers admit is barely enough to support the people whose sweat and hard work the industry relies on. 20 25
- 4 Former child factory worker Nazma Akter, founder of the 37,000-member Awaj Foundation, which fights for labour rights in Bangladesh, shares about the hard work that factories place on employees due to the increased pressure to produce ever cheaper clothes. "They have higher production targets. If they cannot fulfil them they have to work extra hours but with no overtime. It is very tough; they cannot go for toilet breaks or to drink water. They become sick. They are getting the minimum wage as per legal requirements but they are not getting a living wage." 30 35
- 5 "It is not fair. Humans cannot be so cheap. There needs to be a balance - you cannot say you are trying to improve working conditions and help workers out on one hand when on the other hand you are not giving a fair price," she says. "Consumers in [the West] have a big responsibility. They get things so cheap."

[Turn over

They have to think about how these companies are doing business. 40
 Consumers need to know where their clothes are coming from and what the
 working hours and conditions are. We need to look at the living conditions, not
 the working conditions."

- 6 At Viyellatex, a Bangladeshi conglomerate which employs 18,000 people and 45
 makes clothes for several high-street chains, Chief Operating Officer Ziauddin
 Ahmed says that the responsibility lies with consumers. "You are supporting
 the culture of cheap products. If you have an order for a million T-shirts and we
 can't meet the price, the buyer will go to a noncompliant factory because they
 will do it very cheaply. If people start to think, 'I don't only need to buy cheaply
 but I need to buy responsibly,' that is when things will start to change. When 50
 customers say, 'I will only buy a sustainable product' that has been made
 responsibly,' the entire supply chain will change, because the market rules. It is
 the customer who is the king."
- 7 The cost of cheap clothes is people living in poverty and factories cutting 55
 corners on health and safety. Governments need to demand more data on the
 source of imported garments to stop worker abuse. Consumers must ask
 companies to put a label on their clothing saying this is the factory where it was
 made. That way, civil society gets to engage in where our clothes come from
 and who really made this.

Adapted from 'The True Cost of Your Cheap Clothes' by Simon Parry

END OF INSERT



**SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2017
SECONDARY FOUR
O-LEVEL PROGRAMME**

CANDIDATE
NAME

CLASS

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INDEX
NUMBER

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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

QUESTION BOOKLET

Friday

21 July 2017

1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

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

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the text for all the sections.

At the end of the examination, hand in the Question Booklet, the Summary page and the Insert separately.

The number of marks is given in brackets [] at the end of each question or part question.
The total number of marks for this paper is 50.

For Examiner's Use

**This question booklet consists of 9 printed pages (including this cover page)
and 1 blank page.**

[Turn over

Need a home tutor? Visit smiletutor.sg

Section A [5 marks]

Text 1

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

- 1 How does the main title 'Exploring Singapore for a Cause' aim to attract the reader to join the initiative?

[1]

- 2 What does the photograph of the buildings illustrate about the nature of the walking trails?

[1]

- 3 List **two** benefits that an individual can gain from the Joo Chiat Trail. Explain your answer.

(i)

[1]

(ii)

[1]

- 4 Which sentence gives the main purpose of the LocoMole app?

[1]

Section B [20 marks]

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

- 5 'It was still too hot to play outdoors. They had had their teas, they had been washed and had their hair brushed...' (lines 1 – 2).

What does this suggest about the children's daily routine?

.....

.....

.....

..... [2]

- 6 '... everything was still curtained and shuttered in a way that stifled the children...' (lines 5 – 6). What is unusual about the underlined words used to describe the way the children are being looked after?

.....

.....

.....

..... [2]

- 7 Select **two** expressions from Paragraph 1 to suggest the eagerness of the children to go outdoors to play.

.....

.....

.....

..... [2]

[Turn over

- 8 '... they burst out like seeds from a crackling, over-ripe pod into the veranda...' (lines 10 – 11).

Explain the effectiveness of this simile in describing the children.

- 9 'The garden outside was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in all shades of metal – aluminium, tin, copper and brass.' (lines 16 – 18)

How is this expression unusual and effective?

- 10 From lines 19 – 22, the notion of death is implied. For each of the examples explain why the writer has described them as such:

2 Examples of Animals	Explanation
<p>'... the birds still drooped, <u>like dead fruit</u>, in the papery tents of the trees' (line 19)</p>	[1]
<p>'The outdoor dog lay stretched as if dead ... his paws, eyes and ears and tail all reaching out <u>like dying travellers in search of water.</u>' (lines 20 – 22)</p>	[1]

- 11 Why do you think '... no one paid attention to the small sleeve hanging loosely off a shoulder'? (lines 38 – 39)

[1]

- 12 What do the underlined words in this phrase '... all he saw were their brown legs flashing through the dusty shrubs, scrambling up brick walls, leaping over compost heaps and hedges...' (lines 45 – 47) reveal about the children's attitudes towards the game?

[2]

- 13 Quote **two** pieces of evidence from Paragraph 9 which illustrate Manu's intense fear of being caught by Raghu.

[2]

[Turn over

- 14 The structure of the text reflects the children's feelings as they get ready to play. Complete the flowchart by choosing one word from the box to summarise the main feelings presented in each part of the text. There are some extra words in the box you do not need to use.

The children's feelings

Impatient	Frenzied
Saddened	Aloof
Stifled	Fearful
Disinterested	

Flow chart

Paragraph 1: (i).....

Paragraph 2: (ii).....

Paragraph 5: Frantic

Paragraph 6: (iii)

Paragraph 7: Caught up in a trance-like state

Paragraph 8: Excited

[3]

Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 15 – 22.

Write your answer for Question 22 on the separate Summary Sheet provided.

- 15 According to Paragraph 1, suggest the reason why clothes can be sold so cheaply.

[1]

- 16 Explain what the writer means when he describes Guangdong as the 'world's workshop' (line 10) of the past.

[1]

- 17 From Paragraph 2, give a reason why Top Grade has stayed so successful.

[1]

- 18 Here is part of a conversation between two students who are discussing the merits of Bangladesh's garment industry:

Zephyr	The garment industry is beneficial for Bangladesh.
Zoey	I would have to disagree with you.

- (a) Referring to the current state of the industry in Paragraph 3, explain clearly why Zephyr feels optimistic. Give **two** reasons.

(i)

[1]

(ii)

[1]

[Turn over

(b) Explain the reason which accounts for Zoey's claim.

[1]

- 19 What does 'relentless demand' (line 23) tell us about the popularity of cheap clothes?

[1]

- 20 In lines 34 – 35, former child factory worker Akter says that factory workers are 'getting the minimum wage as per legal requirements but they are not getting a living wage'. Explain what she means **in your own words**.

[2]

- 21 State the tone the writer uses in Paragraph 7.

[1]



**SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2017
SECONDARY FOUR
O-LEVEL PROGRAMME**

CANDIDATE
NAME

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CENTRE NUMBER

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INDEX
NUMBER

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ENGLISH LANGUAGE

1128/01

Friday

21 July 2017

1 hour 50 minutes

Paper 1 Writing
INSERT

READ THESE INSTRUCTIONS FIRST

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

This Insert contains **Section A**.

Write your answers in the spaces provided.

For Examiner's Use

--

This question paper consists of 2 printed pages.

Section A [10 marks]

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

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

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

Examples:

I arrived to my destination at 2pm.

at

My mother always wears sensible clothes.

✓

Few places on earth offer more ways to witness the aurora borealis
 than Norway. On a very basic level, the northern lights are quite simple 1✓.....
 to explain. The lights come at night when the sky is dark. It's like a 2✓.....
 celestial ballet of light danced across the sky, with a colour palette – 3 dancing (tense)
 green, pink and violet – reminiscence of a scintillating fashion show 4 reminiscent (word form)
 from the 1980s. With the locals in Northern Norway, the northern lights 5 To (preposition)
 are a part of life. To others, like a celebrity scientist, Neil deGrasse 6 the (article)
 Tyson, the phenomena is simply a testament to how beautiful science 7 phenomenon (plural)
 can be. "It's a curious thing about the universe," he says, "that before 8 behind/ beneath
 (preposition)
 some of the most stunning sights to behold, lay some of the most 9 lie (tense)
 challenging problems in physics." Science apart, the aurora borealis 10 aside (conjunction)
 has been, and still is, a fertile source for art, mythology and legends.

Grammar Feature	Tense	Word Form	Preposition	Article	Plural	Conjunction	Marks:
Q no.	Q3, Q9	Q4	Q5, Q8	Q6	Q7	Q10	-
Marks	2m	1m	2m	1m	1m	1m	8m
No-error lines	(Question 1 & 2)						2m
Total							10m

[Turn over

Section A [5 marks]

Text 1

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

- 1 How does the main title 'Exploring Singapore for a Cause' aim to attract the reader to join the initiative? [AUTHOR'S INTENTION]

- By adding a meaningful purpose to the activity – appeals to the reader's sense of altruism / longing to make a difference
OR
- Its dual purpose – where one can both learn more by engaging in the walking trail and play their part in contributing to charity

[1]

- 2 What does the photograph of the buildings illustrate about the nature of the walking trails? [INF – PIC]

- From the old architectural style of these buildings / As these buildings reflect the old shophouses that Singapore had in the past, it suggests that the trails involve taking participants to visit places of heritage / ethnic enclaves.

[1]

- 3 List **two** benefits that an individual can gain from the Joo Chiat Trail. Explain your answer. [INF]

ANY TWO OF THREE

- By gaining more knowledge about the facets of Singapore's first Heritage Town – one can build on his or her knowledge and enhance one's understanding / one will develop pride for one's country
- Openness to a new experience / Adaptability / Adventurous trait – needed if one is tasting Peranakan treats for the first time, or is not used to the cuisine
- Empathy / Respect / Appreciation / Attentiveness – because when talking to a Peranakan scholar, one will better understand the perspectives of others

i) [1]

ii) [1]

- 4 Which sentence gives the main purpose of the LocoMole app? [DIRECT]

- "A highly experiential app, it helps users to navigate and explore different precincts in Singapore using their mobile devices."

[1]

X INCORRECT "The app offers 12 charity walking trails..." As that only focuses on the Exploring Singapore for a Cause initiative.

Section B [20 marks]

[Turn over]

Need a home tutor? Visit smiletutor.sg

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

- 5 'It was still too hot to play outdoors. They had had their teas, they had been washed and had their hair brushed' (lines 1-2). [INF]

What does this suggest about the children's daily outline?

- day's activities follow a fixed schedule
- caretaker(s) has a systematic approach to care for the children
- Someone serves them for the most part of the day (seeing to their meals and cleanliness) [2]

- 6 '... everything was still curtained and shuttered in a way that stifled the children' (lines 5 – 6). What is unusual about the underlined words used to describe the way the children are being looked after? [LANG FOR EFFECT]

[WHAT IS EXPECTED/ USUAL]: Children are supposed to be given freedom to play – 1m

[WHAT IS UNUSUAL]: but here they are protected from the glare of the afternoon sun and heat and not allowed to go out/ they seem to be restricted – 1m [2]

- 7 Select **two** expressions from Paragraph 1 to suggest the eagerness of the children to go to the outdoors to play. [VOCAB]

- 'strained to get out'
- 'if they didn't burst out into the light and see the sun and feel the air, they would choke' [2]

- 8 '... they burst out like seeds from a crackling, over-ripe pod into the veranda' (lines 10 – 11).

Explain the effectiveness of this simile in describing the children. [LANG FOR EFFECT]

Like a pod which sends out its seeds with great force [1m], this similarly compares the tremendous release of the children's energy when they were able to leave the house [1m]

OR

The pod which encloses its seeds [1m] is likened to the stifling environment that the children were in [1m] [2]

- 9 'The garden outside was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in all shades of metal – aluminium,

[Turn over

3

tin, copper and brass.' (lines 16 – 18)

How is this expression unusual and effective? [LANG FOR EFFECT]

[UNUSUAL: 1m] 2 entirely different elements are being compared – soil is being compared to metal

[EFFECTIVE: 1m] Effectively portrays the glint/ sheen of the soil that is emitted due to the tremendous heat [2]

- 10 From lines 19 – 22, the notion of death is implied. For each of the examples explain why the writer has described them as such: [LANG FOR EFFECT]

2 Examples of animals	Explanation
'... the birds still drooped, like dead fruit, in the papery tents of the trees'	-birds are drained of strength from the heat and barely hung on the trees, almost dropping off [1]
'The outdoor dog lay stretched as if dead... his paws, eyes and ears and tail all reaching out like dying travellers in search of water.'	-every part of the dog is parched and drained and thirsting for water due to the overwhelming heat [1]

- 11 Why do you think '... no one paid attention to the small sleeve hanging loosely off a shoulder?' (lines 38 – 39) [INF]

-the children were all too absorbed in wanting to start their game

[1]

- 12 What do the underlined words in this phrase '... all he saw where their brown legs flashing through the dusty shrubs, scrambling up brick walls, leaping over compost heaps and hedges...' (lines 45 – 47) reveal about the children's attitudes towards the game? [LANG FOR EFFECT]

-these 3 actions show the **eagerness/ excitement** of the children in wanting to play tag

-their **determination** not to be caught by Raghu

[2]

[Turn over

4

- 13 Quote **two** pieces of evidence from Paragraph 9 which illustrate Manu's intense fear of being caught by Raghu. [DIRECT]

EITHER 2

- 'chewing his finger'

- 'near to tears'

- 'lay there weeping...'

[2]

- 14 The structure of the text reflects the children's feelings as they get ready to play. Complete the flowchart by choosing one word from the box to summarise the main feelings presented in each part of the text. There are some extra words in the box you do not need to use. [INF]

The children's feelings

Impatient	Frenzied
Saddened	Aloof
Stifled	Fearful
Disinterested	

Flow chart

Paragraph 1: (i) *stifled*

Paragraph 2: (ii) *impatient*

Paragraph 5: Frantic

Paragraph 6: (iii) *frenzied*

Paragraph 7: Caught up in a trance-like state

Paragraph 8: Excited

[3]

[Turn over]

Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 15 – 22.

Write your answer for Question 22 in the separate Summary Sheet provided.

- 15 According to Paragraph 1, suggest the reason why clothes can be sold so cheaply. [INF]

*The producing of clothes in **bulk** lowers the cost price of each garment.*

[1]

- 16 Explain what the writer means when he describes Guangdong as the 'world's workshop' (line 10) of the past. [INF]

***Factories** in China used to be the main place where shops around the globe went to to manufacture clothes. / **China's factories** used to be the main source of manufacturing clothes for fashion companies worldwide.*

[1]

- 17 From Paragraph 2, give a reason why Top Grade has stayed so successful. [VOCAB]

By setting up many factories in Bangladesh before its competitors, it allows them to have much monopoly dominance over the Bangladesh garment industry.

OR

There is no longer any competition from Chinese manufacturers

[1]

NOTE: Students need to be able to unpack the vocab prescience. But they can answer this using Inference.

NOTE: They must only give ONE reason. If they include 2 reasons – EXCESS DENIES

- 18 Here is part of a conversation between two students who are discussing the merits of Bangladesh's garment industry:

Zephyr	The garment industry is beneficial for Bangladesh.
--------	--

[Turn over]

Zoey	I would have to disagree with you.
------	------------------------------------

- (a) Referring to the current state of the industry in Paragraph 3, explain clearly why Zephyr feels optimistic. Give two reasons.

[DIRECT]

Although a direct question, candidates may have to tweak the phrase to answer the question more effectively.

- (i) [FOCUS: ECONOMY] It improves the economy of the country as it accounts for 80 per cent of the country's foreign trade. [1]
(No stats needed) / It has the potential to lift the nation out of poverty

- (ii) [FOCUS: PEOPLE] It provides many of the locals with a job (more than four million people), therefore it has the potential to improve the lives of the people [1]

- (j) Explain the reason which accounts for Zoey's claim. [DIRECT]

The workers' wages are still very low and not enough to support the people [1]

- 19 What does 'relentless demand' (line 23) tell us about the popularity of cheap clothes? [VOCAB]

It is unceasing. [1]

- 20 In lines 34 – 35, former child factory worker Akter says that factory workers are 'getting the minimum wage as per legal requirements but they are not getting a living wage.' Explain what she means **in your own words**. [OWN WORDS]

Although companies abide with the law / not against the law in terms of the workers' salaries [1], the pay these workers get do not provide them with an appropriate amount to sustain an acceptable standard of living [1].

Total:
[2]

- 21 State the tone the writer uses in Paragraph 7. [LANG FOR EFFECT]

Assertive / Insistent [1]

[Turn over]

22. Using your own words as far as possible, summarise what can be done to improve the lives of factory workers, as outlined in the passage. [SUMMARY]

Use only information from Paragraphs 5 and 6.

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

In order to improve the lives of Bangladesh's factory workers,

1	[give workers] a fair price	Workers should be paid reasonably
2	Consumers... have a big responsibility... / It is the customer who is king	Shoppers / consumers have direct affect
3	To think about how these companies are doing business	We should consider the business modes/ models of the factories
4	Consumers need to know where their clothes are coming from	Shoppers / Consumers need to know where the clothes are made
5	And what the working hours and conditions are	The man hours and working environment of the workers
6	We need to look at the living conditions	As well as their standards of living
7	[Do not support] the culture of cheap products <i>*Candidates must change the phrasing 'You are supporting the culture of cheap products'</i>	Stop encouraging factories to only value low production costs
8	Buy responsibly	By responsible purchases
9	Buy a sustainable product	And purchasing sustainable goods

In order to improve the lives of Bangladesh's factory workers, they should firstly be paid reasonably. Consumers/ Shoppers can also directly affect change by considering the business models of the factories, knowing the source of their products, the man hours and working environments of its workers, as well as their standards of living. By focusing on responsible purchases and sustainable goods, this can additionally discourage factories to only value low production costs.

(no. of words: 62)

Section A

Text 1

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



NEITHER ARE WE

You're not cookie cutter.

You need a compelling, one-of-a-kind resume that gets you noticed and gets you hired.

Are you an Executive?
We help people at all levels, including you!

Our **executive resume services** are tailored to fit your special needs and concerns. Learn more **here**. Or, just **give us a call!**

Is Blue Sky the right fit for you?
Find the right resume writer for you!

We'd love to help all job seekers, but our services aren't perfect for everyone. Find out if we're a good fit!

Get a Free Quote

Email Us Phone Us

WHAT'S YOUR Job Search IQ

WHAT'S YOUR Resume Course

WHAT'S YOUR Job Search Guides

I Just Got a Job at Apple! Brad S | Project Manager

"I've just been offered a job at Apple! Thanks for the info! I was trying to sell just the page at first but I think it made a great impression on everyone. Worth the effort! Much as I paid for it!"

Section B

Text 2

In the text below, a man called Burns embarks on a journey. Read the text carefully and answer questions 4 – 12 in the Question Booklet.

- 1 Burns stood at the window of his room. Rain had consumed the landscape in a blur of grey. He loathed wet weather because then everybody stayed indoors, sitting around the hospital's common room, talking, in strained or facetious tones, about the war... the war ... the war ... A sharper gust of wind blew rain against the glass. He felt trapped; and somehow or other he was going to have to get out. This wasn't forbidden, it was even encouraged. He got his coat and went downstairs. A nurse from his ward saw him, but did not say anything. 5
- 2 At the main gates he stopped, because he'd been inside so long, the possibilities seemed endless, though they resolved themselves quickly into two. He could take the bus either into the city, or away from the city. And that was no choice at all; he knew he wasn't up to facing traffic – ah, the bitter irony. For the first few stops the bus was crowded. He sat on his own, on the bench seat, closest to the door of the bus. At every stop more and more people got off until he was almost alone. As the journey ensued, the lanes became narrower and the trees rushed in on either side. A branch rattled along the windows with a sound like machine-gun fire until he felt that he had no choice but to get off at the next stop. 10 15
- 3 At that point, Burns didn't know what to do at first. He stood at the bus stop, looking up and down a quiet country lane. It was so long since he'd been anywhere alone. Raindrops dripped from the trees, big, splashy, persistent drops. He looked up and down the lane again. It vanished under a veil of rain. He decided to cross over. He began climbing the hill between the trees. Up, up, until his way was barred by a fence whose wire twitched in the wind. Burns blinked the rain out of his eyes. He pressed two strands of wire apart and broke into a sweat as he struggled to ease himself through. Trembling now, he began to scramble along the edge of the ploughed field. 20 25
- 4 He was walking up the slope of a hill, tensing himself against the wind that seemed to be trying to scrape him off its side. As he reached the crest, a fiercer gust snatched his breath. After that he kept his head bent. Rain beat down onto his head, dripping from the peak of his cap, the small bones of nose and jaw had started to sting. He stopped and looked across the field. He didn't know where he was going, or why, but he thought he ought to take shelter, and began to run clumsily along the brow of the hill towards a distant clump of trees. The mud dragged at him, he had to slow to a walk. Every step took effort as he hauled his mud-clogged boots out of the sucking earth. When at last he reached the trees, he sat down with his back to the nearest one, and for a while did nothing at all, not even wipe away the drops of rain that gathered on the tip of his nose and dripped into his open mouth. 30 35
- 5 He eventually got to his feet and began stumbling, almost blindly, between the trees, catching his feet in clumps of bracken. Something brushed against his cheek, and he raised his hand to push it away. He turned and saw a dead mole, suspended, apparently, in air. Looking up, he saw that the tree he stood under was laden with dead animals. Bore them like fruit. He started to run, but the trees were against him. Branches clipped his face, twigs tore at him, roots 40

tripped him. At once he was sent sprawling, though immediately he was up again, and running, his coat a mess of mud and dead leaves. 45

Adapted from *Regeneration* by Pat Barker, Penguin Books (England), 1992

Section C

Text 3

The text below is by a writer who is concerned about the use of the Internet. Read it carefully and answer Questions 13 – 19 in the Question Paper Booklet.

- 1 Search your feelings, you know it to be true: You are enslaved to the internet. Definitely if you're young, increasingly if you're old, your day-to-day, minute-to-minute existence is dominated by a compulsion to check email and Twitter and Facebook and Instagram with a frequency that bears no relationship to any communicative need. 5
- 2 Compulsions are rarely harmless. The internet is not the opioid¹ crisis; it is not likely to kill you (unless you're hit by a distracted driver) or leave you ravaged and destitute. But it requires you to focus intensely, furiously, and constantly on the ephemera² that fills a tiny little screen, and experience the traditional graces of existence — your spouse and friends and children, the natural world, good food and great art — in a state of perpetual distraction. 10
- 3 Used within reasonable limits, of course, these devices also offer us new graces. But we are not using them within reasonable limits. They are the masters; we are not. They are built to addict us, as the social psychologist Adam Alter's new book "Irresistible" points out — and to madden us, distract us, arouse us and deceive us. We primp and perform for them as for a lover; we surrender our privacy to their demands; we wait on tenterhooks for every "like." The smartphone is in the saddle, and it rides mankind. 15
- 4 Which is why we need a social and political movement — digital temperance, if you will — to take back some control. 20
- 5 "Temperance?" you might object, with one eye on the latest outrage shared by your co-partisans on social media. "You mean, like, *Prohibition*? For something everyone relies on for their daily work and lives, that's the basis for our economic — hang on, I just need to 'favorite' this tweet ..."
- 6 No, not like Prohibition. Temperance doesn't have to mean total abstinence; it can simply mean a culture of restraint that tries to keep a specific product in its place. And the internet, like alcohol, may be an example of a technology that should be sensibly restricted in custom and in law. 25
- 7 Of course it's too soon to fully know (and indeed we can never *fully* know) what online life is doing to us. It certainly delivers some social benefits, some intellectual advantages, and contributes an important share to recent economic growth. 30
- 8 But there are also excellent reasons to think that online life breeds narcissism, alienation and depression, that it's an opiate for the lower classes and an insanity-inducing influence on the politically-engaged, and that it takes more than it gives from creativity and deep thought. 35
- 9 So a digital temperance movement would start by resisting the wiring of everything, and seek to create more spaces in which internet use is illegal, discouraged or taboo. Toughen laws against cellphone use in cars, keep computers out of college lecture halls, put special "phone boxes" in restaurants where patrons would be expected to deposit their devices, confiscate 40

smartphones being used in museums and libraries and cathedrals, create corporate norms that strongly discourage checking email in a meeting.

- 10 Then there are the starker steps. Get computers — all of them — out of elementary schools, where there is no good evidence that they improve learning. Let kids learn from books for years before they're asked to go online for research; let them play in the real before they're enveloped by the virtual. 45
- 11 Then keep going. The age of consent should be 16, not 13, for Facebook accounts. Kids under 16 shouldn't be allowed on gaming networks. High school students shouldn't bring smartphones to school. Kids under 13 shouldn't have them at all. If you want to buy your child a cellphone, by all means: In the new dispensation, Verizon and Sprint will have some great "voice-only" plans available for minors. 50
- 12 I suspect that versions of these ideas will be embraced within my lifetime by a segment of the upper class and a certain kind of religious family. But the masses will still be addicted, and the technology itself will have evolved to hook and immerse — and alienate and sedate — more completely and efficiently. 55
- 13 Our devices we shall always have with us, but we can choose the terms. We just have to choose together, to embrace temperance and restriction from the authorities both. Only a movement can save you from the tyrant in your pocket. 60

¹drugs that act on the nervous system to relieve pain

²things that exist or are used or enjoyed only for a short time

Adapted from: <https://www.nytimes.com/2017/03/11/opinion/sunday/resist-the-internet.html?ref=opinion&r=0>

Section A [5 marks]

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

- 1i. 'You need a compelling, one-of-a-kind resume that gets you noticed and gets you hired.' [1]

*For
Examiner's
Use*

What effect is this intended to have on the reader?

.....

.....

- ii. How is the sentence effective in promoting the company's services? [1]

.....

.....

.....

2. Quote a sentence that further reinforces the main message of this advertisement? [1]

.....

3. How does the photograph in the advertisement complement the main message of the advertisement? [2]

.....

.....

.....

.....

Section B [20 marks]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 4 – 12.

- 4 'He loathed wet weather because then everybody stayed indoor, sitting around the hospital's common room, talking, in strained or facetious tones, about the war... the war... the war...' (lines 2 – 4)

For
Examiner's
Use

In what **two** ways is the writer's repetition of 'the war...' in this sentence particularly effective?

- i. [1]

- ii. [1]

- 5 'He could take the bus either into the city, or away from the city. And that was no choice at all; he knew he wasn't up to facing traffic – *ah, the bitter irony.*' (lines 10–11)

- i. Explain the meaning of the word 'bitter' in the italicised phrase. [1]

- ii. What does the italicised phrase suggest about the style of language used by the writer in the preceding sentence? [1]

6. In Paragraphs 1 and 2, we see that Burns made two separate but similar decisions.

- i. What was the similarity in these decisions? **Answer in your own words.** [1]

- ii. What is the effect of this similarity in decisions? [1]

7. Explain why Burns 'didn't know what to do at first' in Paragraph 3. [1]
Answer in your own words.

For
 Examiner's
 Use

8. 'Burns blinked the rain out of his eyes. He pressed two strands of wire apart and broke into a sweat as he struggled to ease himself through.' (lines 23 – 25)

- i. What does the phrase 'broke into a sweat' imply about Burns? [1]

- ii. What is unusual about the phrase 'struggled to ease himself through'? [1]

9. In Paragraphs 1 and 3, the writer uses **two** different expressions of **no more than six words each** to convey the same idea about the rain.

- i. Identify these two expressions. [1]

From Paragraph 1

From Paragraph 3

- ii. What do these expressions imply about the rain? [1]

10. Explain how the language used in Paragraph 4 brings to life the challenging physical conditions faced by Burns. Support your ideas with **three** details from the paragraph. [3]

For
Examiner's
Use

11. 'Looking up, he saw that the tree he stood under was laden with dead animals. Bore them like fruit.' (lines 42 – 43)

i. Explain how the writer creates a contrast between these two sentences. [1]

ii. Why is this contrast effective? [1]

12. In this text, descriptions of Bum's state of mind, and his journey in the rain are combined. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each part of the text. There are some extra phrases in the box that you do not need to use.

For
Examiner's
Use

Main Focus

breaking the rules	backed into a corner
throwing caution to the wind	an unexpected encounter
overwhelmed by options	not knowing his limits
mind over matter	

Main Focus

Paragraph 1: (i)



Paragraph 2: (ii)



Paragraph 3 – 4 : (iii)



Paragraph 5: (iv)

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13 – 19.

13. In paragraph 1, the writer states that we check our social media accounts 'with a frequency that bears no relationship to any communicative need.'

For
Examiner's
Use

Explain what the writer means by this statement.

[2]

.....

.....

14. '...it is not likely to kill you (unless you're hit by a distracted driver)'
(lines 6 – 7)

What is the purpose of using the brackets in the above statement?

[1]

.....

.....

15. 'The smartphone is in the saddle, and it rides mankind.'

How is this sentence effective in describing the role that the smartphone plays in our lives?

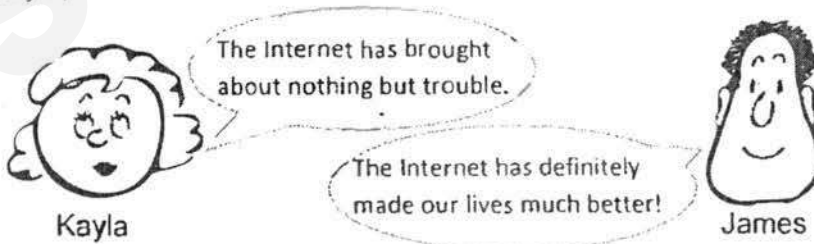
[2]

.....

.....

.....

16. Here is a part of conversation between two friends, James and Kayla, who have read the article.



- i. Provide a detail from paragraph 7 that can support James' point of view.

[1]

.....

.....

- ii. Explain how Kayla would justify her claim with a piece of evidence from paragraph 8. [1]

For
Examiner's
Use

.....

.....

17. Quote an expression of no more than six words in paragraph 12 that tells us why it is hard to stop internet addiction. [1]

.....

.....

18. 'Only a movement can save you from the tyrant in your pocket.'

- i. What does the 'tyrant in your pocket' (line 60) refer to? [1]

.....

- ii. Why is the description appropriate? [1]

.....

.....

- For
Examiner's
Use

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).

This image shows a blank sheet of handwriting practice paper. It features multiple sets of horizontal dashed lines for tracing letters. A large, light gray watermark with the text "SmileTutor" is oriented diagonally across the page from the bottom-left towards the top-right. The background is white, and there are no other markings or text present.

[15]

SHSS/ELP2/4EXP5NA/MYE/2017

Section A [5 marks]

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

- 1i. 'You need a compelling, one-of-a-kind resume that gets you noticed and gets you hired.' [1]

For
Examiner's
Use

What effect is this intended to have on the reader?

It works to urge readers to come up with a distinctive resume that is able to grab the employer's attention. / It works to convince the readers that to get themselves a job, they will need a unique resume that can grab the employer's attention.

- ii. How is the sentence effective in promoting the company's services? [1]

By highlighting the importance of an attention grabbing and unique resume, job-seekers will be interested in engaging the company's services in providing such resumes.

2. Quote a sentence that further reinforces the main message of this advertisement? [1]

The sentence is, 'You're not a cookie cutter.'

3. How does the photograph in the advertisement complement the main message of the advertisement? [2]

The photograph shows different types of cookies and unlike how a cookie cutter is used to produce cookies that look exactly the same, resumes should be written differently to suit the profile of different jobs.

(Comparison should be shown to explain how the photograph complements the main message)

Section B [20 marks]

Refer to Text 2 on pages XX – YY of the Insert for Questions 5 – 13.

- 5 'He loathed wet weather because then everybody stayed indoors, sitting around the hospital's common room, talking, in strained or facetious tones, about the war... the war ... the war ...' (lines 2–4)

In what two ways is the writer's repetition of 'the war...' in this sentence particularly effective?

- (i) Firstly, the repetition of 'the war...' is effective because it implies the long-lasting impact of the war on Burns. [1]
- (ii) Secondly, the repetition of 'the war...' is effective because it implies the severe impact of the war on Burns. [1]
- (iii) OR Secondly, the repetition of 'the war...' is effective because it implies the pervasive impact of the war. [1]

- 6 'He could take the bus either into the city, or away from the city. And that was no choice at all; he knew he wasn't up to facing traffic – *ah, the bitter irony.*' (lines 10–11)

- (i) Explain the meaning of the word 'bitter' in the italicised phrase.
The word 'bitter' in the italicised phrase refers to the tragic/sad situation in which the reverse/opposite of what is expected happens. [1]
- (ii) What does the italicised phrase suggest about the style of language used by the writer in the preceding sentence?
It is rhetorical. [1]

- 7 In Paragraphs 1 and 2, we see that Burns made two separate but similar decisions.

- (i) What was the similarity in these decisions? **Answer in your own words.**
Burns decided in both paragraphs to exit a confined space. [1]

- (ii) What is the effect of this similarity in decisions?
This similarity in decisions leads the reader to sympathise with Burns. [1]

- 8 Explain why Burns 'didn't know what to do at first' in Paragraph 3. **Answer in your own words.**

This was the first time Burns had ventured out of the hospital. [1]

- 9 'Burns blinked the rain out of his eyes. He pressed two strands of wire apart and broke into a sweat as he struggled to ease himself through.' (lines 23–25)

- (i) What does the phrase 'broke into a sweat' imply about Burns?

The phrase implies that Burns was overwhelmed with anxiety. [1]

- (ii) What is unusual about the phrase 'struggled to ease himself through'?

The combination of 'struggled' and 'ease' is unusual because the writer emphasises that Burns found it a challenge to do something straightforward.

Denotative meaning. [1]

- 10 In Paragraphs 1 and 3, the writer uses **two** different expressions **of no more than six words** each to convey the same idea about the rain.

- (i) Identify these two expressions.

From Paragraph 1 Rain had consumed the landscape

From Paragraph 3 vanished under a veil of rain [1]

- (ii) What do these expressions imply about the rain?

They imply that the rain was so heavy that it had flooded the ground. [1]

- 11 The language in Paragraph 4 brings to life the challenging physical conditions faced by Burns. Pick out and write down three details from Paragraph 4 and explain how each detail brings to life the challenging physical conditions faced by Burns.

Firstly, 'a fiercer gust snatched his breath' brings to life how the strong winds made it difficult for Burns to breathe normally.

Secondly, 'rain beat down onto his head' brings to life how the heavy rain made it challenging for Burns to raise his head.

Thirdly, 'mud dragged at him' / 'sucking earth' brings to life how the rain-clogged terrain impeded Burns's movement. [3]

- 12 'Looking up, he saw that the tree he stood under was laden with dead animals. Bore them like fruit.' (lines 42–43)

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

The first sentence states literally that Burns was looking up at the vast number of animal carcasses hanging from the tree whereas the second sentence uses figurative language to show that from Burns's perspective the tree was actively working against him. [1]

(ii) Why is this contrast effective?

This contrast is effective because it makes the reader feel sorry for Burns. [1]

- 13 In this text, descriptions of Burn's state of mind, and his journey in the rain are combined. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each part of the text. There are some extra phrases in the box that you do not need to use.

Main Focus

breaking the rules throwing caution to the wind overwhelmed by options mind over matter	backed into a corner an unexpected encounter not knowing his limits
--	---

Paragraph 1: (i) throwing caution to the wind

Paragraph 2: (ii) backed into a corner

Paragraph 3 – 4 (iii) mind over matter

Paragraph 5: (iv) an unexpected encounter

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13 – 19.

13. In paragraph 1, the writer states that we check our social media accounts 'with a frequency that bears no relationship to any communicative need.'

For
Examiner's
Use

Explain what the writer means by this statement.

[2]

It means that how often we check our social media accounts has nothing to do with the necessity to connect with others.

14. '...it is not likely to kill you (unless you're hit by a distracted driver)' (lines 6 – 7)

What is the purpose of using the brackets in the above statement?

[4]

It is to provide extra information that may interest the reader.

15. 'The smartphone is in the saddle, and it rides mankind.'

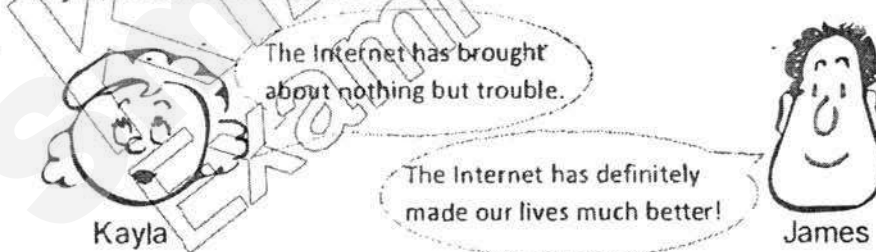
How is this sentence effective in describing the role that the smartphone plays in our lives?

[2]

Just like how the rider takes control of the saddle, the smartphone is dominant and has the ability to control how humans function.

(Comparison has to be shown)

16. Here is a part of conversation between two friends, James and Kayla, who have read the article



- i. Provide a detail from paragraph 7 that can support James' point of view.

[1]

'... some social benefits, some intellectual advantages, and contributes an important share to recent economic growth.' (lines 30 – 31)

Any one of the 3 will be accepted.

- ii. Explain how Kayla would justify her claim with a piece of evidence from paragraph 8.

[1]

For
Examiner's
Use

'online life breeds narcissism, alienation and depression'
'takes more than it gives from creativity and deep thought.'

It encourages self-centredness, causes others to be withdrawn and sad as suggested by 'online life breeds narcissism, alienation and depression'

it discourages the process of thinking out of the box and thinking critically as suggested by 'takes more than it gives from creativity and deep thought.'

Any one of the 2 will be accepted. As question requires students to explain, explanation should be accompanied with relevant quote/evidence/detail.

17. Quote an expression of no more than six words in paragraph 12 that tells us why it is hard to stop internet addiction! [1]

The phrase is, '... (the) technology itself will have evolved'.

18. 'Only a movement can save you from the tyrant in your pocket.'

- i. What does the 'tyrant in your pocket' (line 60) refer to? [1]

It refers to the smartphone/mobile phone/handphone.

- ii. Why is the description appropriate? [1]

This is appropriate because it shows how the smartphone has absolute control over our lives just like an oppressive ruler.

19. Using your own words as far as possible, summarise why digital temperance is necessary and what are some ways the use of Internet can be restricted.

For
Examiner's
Use

Use only information from paragraphs 7 – 10.

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).

Digital temperance is necessary because

From Text	Paraphrased
Why	Why
1. online life breeds narcissism, alienation and depression [line 34]	1. The Internet encourages self-centredness, isolation and sadness
2. takes more than it gives from creativity and deep thought. [line 36]	2. while reducing one's ability to be innovative and to think critically.
How	How
3. seek to create more spaces in which internet use is illegal, discouraged or taboo [line 39]	3. It should be prohibited in more places,
4. Toughen laws against cellphone use in cars, [line 40]	4. including restricted use of cellphones in vehicles,
5. keep computers out of college lecture halls, [line 41]	5. and during school lectures.
6. put special "phone boxes" in restaurants where patrons would be expected to deposit their devices, [line 41]	6. Devices should be dropped off in "phone boxes" at eating places
7. confiscate smartphones being used in museums and libraries and cathedrals, [line 42]	7. and impounded in museums, libraries and cathedrals.
8. create corporate norms that strongly discourage checking email in a meeting. [line 43]	8. Checking of emails during a meeting should also be discouraged.
9. Get computers — all of them — out of elementary schools [line 45]	9. Elementary school should stop using computers.
10. let kids learn from books... [line 47]	10. Instead, they should allow children to acquire knowledge from books
11. let them play in the real... [line 48]	11. and active play.

No. of words: 79 words

END OF PAPER

[15]

Section A

Text 1

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



**"NEW TABLET AT \$50!
BUY NOW TO ENJOY FREE DELIVERY."**

DON'T FALL FOR HER ONLINE PURCHASE SCAM

- Be wary of cheap deals that seem too good to be true
- Review the seller's reputation before making any purchases
- Do not divulge your credit card details on unsecured websites

DON'T BE SCAMMED

Find out more about scams at www.scamalert.sg



PENALTIES FOR CHEATING
JAIL TERM OF UP TO 10 YEARS AND
LIABLE TO A FINE



SINGAPORE
POLICE FORCE

rote
board



100% ONLINE - NO PAPERWORK

ALL EXAMINATIONS
WILL BE HELD ONLINE

Section B

Text 2

The extract describes the challenges experienced by various members of an Irish family especially in their relationship with the mother who is currently affected by Dan, the eldest son who has announced that he will be joining the priesthood.

- 1 Much crying, little eating. There was more work with the tissue, which was now in shreds. It was awful. The pain was awful. Her mother juddering and sputtering, with the carrots falling from her mouth in little limps and piles.
- 2 Their mother's crying turned to funny, staggered inhalations 'phwhh phwhh phwhh', as she dug into her dessert with a small spoon and the children, too, were comforted by the pastry and by the woody sweetness of the apple tarts. Still there was no ice cream on offer that Sunday, and none of them asked for it, though they all knew there was some; it was jammed into the icebox at the top right hand corner of the fridge. 5
- 3 After that, their mother went to bed and Constance had to stay at home instead of getting the bus back to Dublin and she was furious with Dan: she bashed about the dishes while he went up to his room and read his books and their mother lay behind her closed door, and on Monday, their father went to work and came back home in the evening and had no opinions that anyone could discern. 10 15
- 4 This was not the first time their mother took the horizontal solution, as Dan liked to call it, but it was the longest that Hanna could remember. The bed creaked from time to time. The toilet flushed and the room to her door closed again. They got off school early on Maundy Thursday and she was still ensconced. Hanna and Emmet lurked about the house that was so large and silent without her. It all looked strange and unconnected: the turn of the bannisters at the top of the stairs, the small study with its light bulb gone, the line of damp on the dining room wallpaper inching up through a grove of bamboo. 20
- 5 Then Constance came up and whacked them, and it became clear – too late – that they had been noisy and wrong-headed when they had meant to be cheerful and full of fun. A cup hit the floor, a lick of cold tea spread towards the library book on the kitchen table, a white, patent leather belt turned out to be plastic when Emmet put a bridle on Hanna and rode her out the front door. After each disaster, the children dispersed and acted as though nothing had happened. And nothing did happen. She was asleep up there, she was dead. The silence became more urgent and corpselike, the silence became fully tragic, until the door handle hit the wall and their mother burst out of there. She came flying down the stairs at them, hair undone in her cotton nightgown, her mouth open, hand raised. 25 30
- 6 She might throw another cup, or upset the whole teapot, or fling the broken belt into the flowerbed through the open door. 35
 'There,' she said.
 'Happy now?'
 'Two can play at that game,' she said.
 'What do you think of that?' 40

She would stare for a moment, as though wondering who these strange children were. After which brief confusion, she would swivel and slam back up to bed.

- 7 Ten minutes later, or twenty minutes, or half an hour, the door would creak open and her small voice come out of it saying, 45
'Constance?'
There was something comical about these displays. Dan pulled a wry face as he went back to his book, Constance might make tea and Emmet would do something very noble and pure – a single flower brought from the garden, a serious kiss. Hanna would not know what to do except maybe go in and be loved. 50
'My baby. How's my little girl?'
- 8 Much later, when all this had been forgotten, with the TV on and cheese on toast made for tea, their father came back from work. Up the stairs he went, one stair at a time then, after knocking twice, into the room. 55
'So?' he might say, before the door closed on their talk.
- 9 After a long time, he came back down to the kitchen to ask for tea. He dozed in silence for an hour or so and woke with a start for the nine o'clock news. Then he switched off the telly and said, 'Which one of you broke your mother's belt? Tell me now,' and Emmet said, 'It was my fault, Daddy.'
- 10 He stood forward with his head down and his hands by his sides. Emmet would 60
drive you mad for being good.
- 11 Their father pulled the ruler from under the TV set, and Emmet lifted his hand, and their father held the fingertips until the last millisecond, as he dealt the blow. Then he turned and sighed as he slid the ruler back home. 65
'Up to bed,' he said.
- 12 Emmet walked out with his cheeks flaring, and Hanna got her goodnight beardie, which was a scrape of the stubble from her father's cheek, as he turned for a joke, from her kiss. Her father smelt of the day's work: fresh air, diesel, hay, with the memory of cattle in there somewhere, and beyond that again, the memory of milk. He took his dinner outside, where his own mother 70
still lived.
- 13 'Your granny says goodnight,' he said, which was another kind of joke with him. And he tilted his head.

Adapted from The Green Road by Anne Enright (2015)

Section C

Text 3

The article below discusses the competence of new age artificial intelligence. Read the text carefully and answer Questions 18-24 in the Question Paper Booklet.

- 1 Over the last few decades, artificial intelligence (AI) has gotten increasingly proficient at reading emotional reactions in humans. However, reading is not the same as understanding. If AI cannot experience emotions themselves, can they ever truly understand us? And, if not, is there a risk that we ascribe robots properties they don't have? The latest generation of AIs have emerged, thanks to an increase in data available for computers to learn from, as well as their improved processing power. These machines are increasingly competitive in tasks that have always been perceived as human. AI can now, among other things, recognize faces, turn face sketches into photos, recognize speech and play Go 5
- 2 Recently, researchers have developed an AI that is able to tell whether a person is a criminal just by looking at their facial features. The system was evaluated using a database of ID photos and the results are astounding. The AI mistakenly categorized innocents as criminals in only around 6 percent of the cases, while it was able to successfully identify around 83 percent of the criminals. This leads to a staggering overall accuracy of almost 90 percent. 10 15
- 3 The system is based on an approach called "deep learning", that has been successful in perceptive tasks such as face recognition. Here, deep learning combined with a "face rotation model" allows the AI to verify whether two facial photos represent the same individual even if the lighting or angle changes between the photos. Deep learning builds a "neural network," loosely modeled on the human brain. This is composed of hundreds of thousands of neurons organized in different layers. Each layer transforms a facial image, into a higher level of abstraction, such as a set of edges at certain orientations and locations. This automatically emphasizes the features that are most relevant to performing a given task. 20
- 4 Given the success of deep learning, it is not surprising that artificial neural networks can distinguish criminals from non-criminals—if there really are facial features that can discriminate between them. The research suggests there are three. One is the angle between the tip of the nose and the corners of the mouth, that was on average 19.6 percent smaller for criminals. The upper lip curvature was also on average 23.4 percent larger for criminals while the distance between the inner corners of the eyes was on average 5.6 percent narrower. 25 30
- 5 It is interesting that two of the most relevant features are related to the lips, that are our most expressive facial features. ID photos such as the ones used in the study are required to have neutral facial expression, but it could be that the AI managed to find hidden emotions in those photos. 35
- 6 This would not be the first time that a computer was able to recognize human emotions. The so-called field of "affective computing" has been around for several years. It is argued that, if we are to comfortably live and interact with robots, these machines should be able to understand and appropriately react to human emotions. There is much work in the area, and the possibilities are vast. For example, researchers have used facial analysis to spot struggling students in computer tutoring sessions. The AI was trained to recognize different levels of engagement 40

and frustration, so that the system could know when the students were finding the work too easy or too difficult. This technology could be useful to improve the learning experience in online platforms.

- 7 AI has also been used to detect emotions based on the sound of our voice by a company called BeyondVerbal. They have produced software that analyses voice modulation and seeks specific patterns in the way people talk. The company claims to be able to correctly identify emotions with 80 percent accuracy. In the future, this type of technology might, for instance, help autistic individuals to identify emotions. Sony is even trying to develop a robot able to form emotional bonds with people. There is not much information about how they intend to achieve that, or what exactly the robot will do. However, they mention that they seek to "integrate hardware and services to provide emotionally compelling experiences".
- 8 An emotionally intelligent AI has several potential benefits, be it to give someone a companion or to help us perform certain tasks — ranging from criminal interrogation to talking therapy. But there are also ethical problems and risks involved. Is it right to let a patient with dementia rely on an AI companion and believe it has an emotional life when it doesn't? And can you convict a person based on an AI that classifies them as guilty? Clearly not. Instead, once a system like this is further improved and fully evaluated, a less harmful and potentially helpful use might be to trigger further checks on individuals considered "suspicious" by the AI.
- 9 So what should we expect from AI going forward? Subjective topics such as emotions and sentiment are still difficult for AI to learn, partly because the AI may not have access to enough good data to analyse them objectively. For instance, could AI ever understand sarcasm? A given sentence may be sarcastic when spoken in one context but not in another. Yet the amount of data and processing power continues to grow. So, with a few exceptions, AI may well be able to match humans in recognising different types of emotions in the next few decades. But whether an AI could ever experience emotions is a controversial subject. Even if they could, there may certainly be emotions they could never experience—making it difficult to ever truly understand them.

Adapted from: <http://www.newsweek.com/ai-artificial-intelligence-robots-emotions-humans-541595>.

Section A [5marks]

Text 1

Refer to the webpage (Text 1) on page 4 to answer Questions 1-5.

1. What is the main purpose of the poster?

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

2. How does the visual support the message of the poster?

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

3. **"NEW TABLET AT \$50!"**
What is the tone of this statement?

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

4. Who is the intended audience of the poster?

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

5. Based on the poster, what is one measure we can take to avoid being cheated?

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

Section B [20 marks]

Refer to Text 2 on pages of the Insert for Questions 6 - 18

6. In paragraph 1, 'the pain was awful' (line 2).

How did mother display her anguish?

.....
 [1]

7. In paragraph 2, what does the phrase 'she dug into her dessert' (line 5) suggest about the way the mother was eating?

.....
 [1]

8. What does the word 'jammed' (line 8) suggest about the way the ice cream was kept?

.....
 [1]

9. In paragraph 3, the father 'went to work and came back home in the evening and had no opinions that anyone could discern' (lines 13-14).

State the father's attitude in response to unwelcomed news.

.....
 [1]

10. In paragraph 4, 'This was not the first time their mother took the *horizontal solution*' (line 15).

With reference to the *italicised* words, how does the mother usually solve her problems?

.....
 [1]

11. Give a word from paragraph 4 to suggest that the children seemed to be moving about without being noticed.

[1]

12. In paragraph 5, the children were 'whacked' (line 23) for their misdeeds. State two of these misdeeds.

[2]

13. In paragraph 5, 'The silence became more urgent and corpselike, the silence became fully tragic' (lines 30 - 31).

(i) Why did the writer repeat the word 'silence'?

[1]

(ii) What does 'corpselike' suggest about the silence?

[1]

14. In paragraph 5, the writer describes the mother as she 'came flying down the stairs at them, hair undone in her cotton nightgown, her mouth open, hand raised.'

Explain how the language used in the sentence emphasises the mother's anger at her children.

Support your ideas with three details from the sentence.

[3]

15. In paragraph 6, the mother says, 'Two can play at that game' (line 37).

What does her response suggest about her?

[1]

16. In paragraph 10, the writer describes Emmet as someone who '**would drive you mad for being good**'. (lines 57-58)

What is unusual about the phrase in *italics*?

[1]

17. In paragraph 11, the father 'smelt of the day's work: fresh air, diesel, hay, with the memory of cattle in there somewhere, and beyond that again, the memory of milk.' (lines 69-71)

What is the father's occupation?

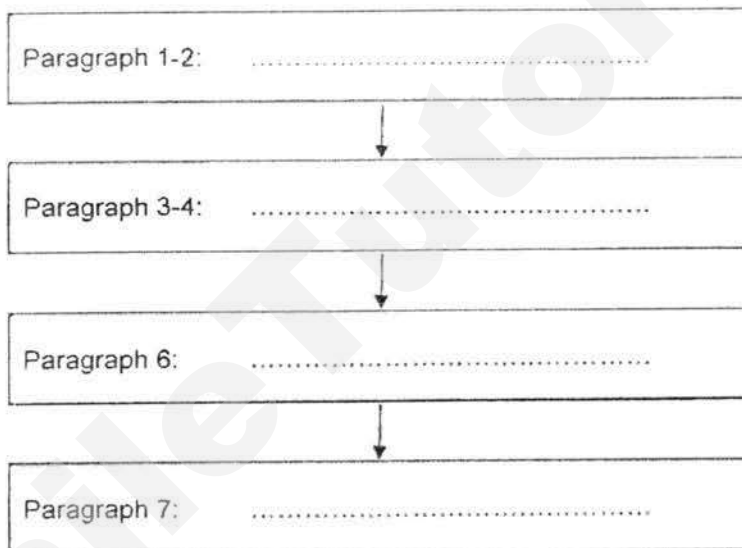
[1]

18. The structure of the text reflects the feelings of the mother as the narrative unfolds. Complete the flow chart by choosing one word from the box to summarise the main feelings described in each part of the text. There are extra words in the box you do not need to use.

The mother's feelings

angry insecure remorseful depressed hysterical anxious unashamed

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on page 5 and 6 of the Insert for Questions 19 – 24.

- 19 Which word in paragraph 1 has the same meaning as "attributes"?

.....

..... [1]

- 20 From paragraph 1, what is one human attribute AI cannot replicate?

.....

.....

..... [1]

- 21 (i) "This leads to a **staggering** overall accuracy of almost 90%" (line 14).
Why does the writer refer to the accuracy as *staggering*?

.....

.....

..... [1]

- (ii) Which other word in the paragraph has a similar meaning?

..... [1]

22



Nadia

It is amazing that AI of today can read human expression with such a high degree of accuracy.



Allison

Further checks and improvements however, will still need to be made to AI before we can depend on them for emotional support.

- i From paragraph 5, provide evidence to support Nadia's view.

.....

.....

..... [1]

- ii From paragraph 8, what is one potential ethical issue in support of Allison's concern?

.....

.....

..... [1]

- 23 How has BeyondVerbal contributed to the progress of AI?

.....

.....

..... [1]

- 24 (i) From paragraph 9, explain what is limiting the advancement of AI?

.....

.....

..... [1]

- (ii) Give 2 reasons contributing to this limitation. (2m)

.....

.....

..... [2]

1. To warn people to be cautious of cheap deals when making online purchases/to raise awareness of online purchase scams so that citizens will make informed decisions and not purchase cheap deals that sound too good to be true.

2. - the lady in the visual has her eyes blacked out with the ...which suggests how deceptive some people can be selling items online. / Buyers can be blinded by promises of good deals. (reflected in either the eyes or the thumbs up sign).

(focus on either the "blinding of the eyes" or the "thumbs up sign". - it depicts a woman with her thumb up claiming there is a special sale of cheap tablets, yet her eyes are covered, concealing her identity, which emphasizes the anonymity and danger of these online sellers. (Answer must focus on readers' reactions or intent of the seller)

3. Enticing/luring

4. Online shoppers. people who shop online in search of good deals.

5. Review the seller's reputation before making any purchase. OR Do not divulge credit card details on unsecured websites.

6. By crying and eating little/ throwing up her food.

7. - with enjoyment/ with relish/ with enthusiasm/ with contentment/ heartily/ happily / savouring it

8. It was squeezed / forced into the back of the fridge/ shoved/ rammed/ thrust/ stuffed/ pushed/ squashed/ pressured/ [the element of forcibly pushing the item to the back needs to be mentioned]

9. - He was neutral/ impartial/ disinterested/ non-committal/ lacked favouritism toward any particular side

10. She sleeps it off/ stays in

11. 'lurked'

12. - spilt tea (optional: which spread towards the library book on the kitchen table)

- broke their mother's belt (optional: when Emmet put a bridle on Hanna and rode her out the front door)

- created a racket/ were noisy/ made too much noise (optional: and wrong-headed) - dropped / broke a cup [Any 2 of the above]

13. It is to highlight/ emphasise / amplify the intensity of the silence in the house - To emphasise how quiet it was in the house - To emphasise that the house was completely quiet

13(ii) It was very still in the house - The silence was absolute/ complete/ like the dead/ deadly /- It was deathly quiet /- Silence was as quiet as the dead/ a dead person

14. - 'came flying down' – suggests the speed of her movement fuelled by her rage (response related to the sense of haste - rush/ hurry/ scurried/ charging/ running)

- 'mouth opened' – suggests that she is about to reprimand/ scold/ yell at her children to express her anger verbally X breathing heavily/ panting

- 'hand raised' – suggests her gesture of being ready to strike at someone out of retaliation/ hit/ whack/ beat X throw

15. - vindictive/ vengeful/ revengeful/ spiteful/

16. It is unusual because being well-behaved would bring about a positive reaction instead of a negative response.

17. - He is a farmer/ rears cattle/ works in a dairy farm

18. hysterical, depressed, angry, insecure

19. properties

20. AI cannot experience emotions.

21i. The writer is surprised /amazed/finds it unbelievable that the success rate of AI is so high/ that a machine is so exact/almost definitive in its findings. (both parts must be indicated)

21ii. astounding 6

22i. AI managed to find hidden emotions in those photos.

22ii. It is not justified allowing patients with dementia/mental illness to rely on AI for companionship and support as AI cannot experience emotions themselves OR It is not justified to convict a person based on AI that classifies them as guilty as the accuracy is still not guaranteed / perfect / 100%. Answers must highlight the dilemma.

23. BeyondVerbal has produced software to analyse our voice modulation to identify emotion with 80% accuracy. Answer must have identify emotion with 80% accuracy.

24i. Subjective topics such as emotions and sentiments are difficult for AI to grasp (key information : subjective topics)

24 ii. a) There is not enough good data to analyse objectively. (Answers must include the word objectively)

24ii b) They cannot experience emotions.

Recent advancements made to AI have now allowed AI to

1a tell whether a person is a criminal by looking at facial features (facial characteristics – 0)

1b Staggering overall accuracy of almost 90%

2 Deep learning

3 Verify if 2 facial photos represent the same individual even if the lighting or angle changes between photos. (if mention is made of different settings without indication of lighting/angle – 1 mk)

4 Neural networks can distinguish criminals from non-criminals.

5 AI can find hidden emotions in photos. (secret feelings)

6 Recognize human emotions.

7 Should be able to understand and approximately react to human emotions.

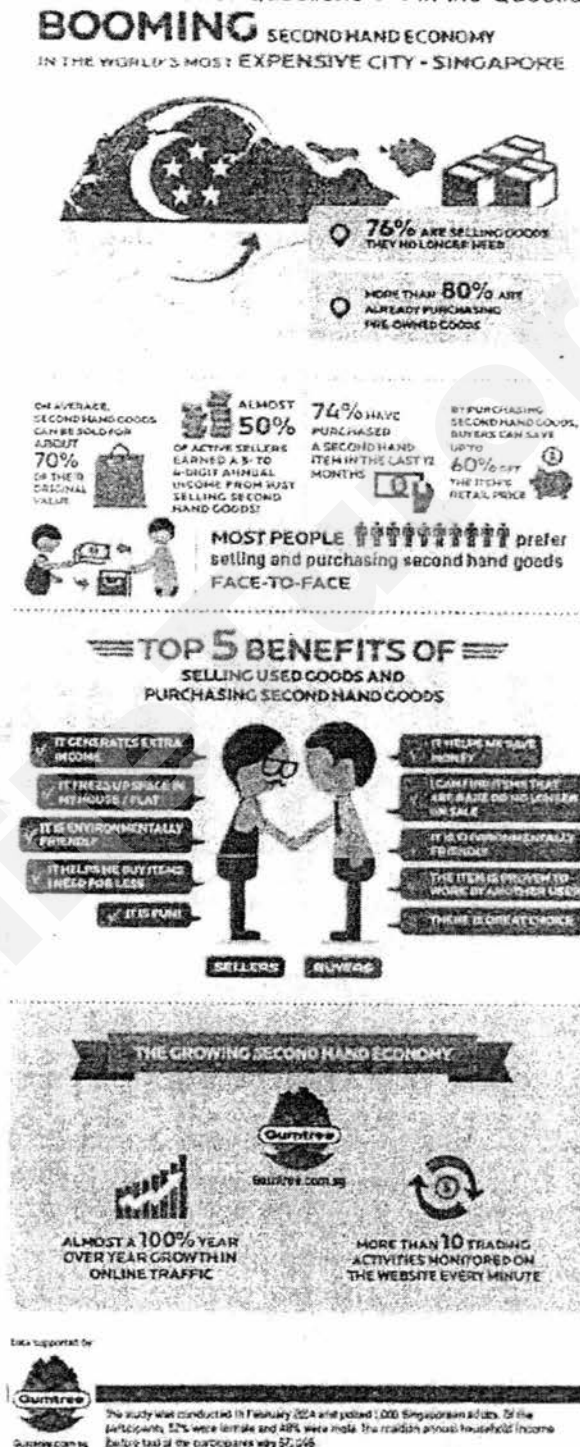
8 Used facial analysis to spot struggling students in computer tutoring sessions. OR To recognize different levels of engagement and frustration if task is too easy or too difficult.

9 Can be used to improve the learning experience in online platforms (must mention online platforms)

Section A

Text 1

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



Adapted from <http://blog.gumtree.sg/survey-finds-booming-second-hand-economy-singapore/> by Gumtree.

[Turn over]

Section B

Text 2

In the text below, the writer describes how a mother and her three young children try to escape a raging wildfire by walking down a mountain road. Read the text carefully, and answer Questions 5-14 in the Question Paper Booklet.

- 1 After the house five down the road from her sister's home exploded into flames, Ella found her three children – Jess, Mary and little Stewie – playing under water oozing out of the backyard sprinkler. "We're walking to Hobart. We have to leave straightaway," she said. In fact, Ella had no idea how far Hobart was. Seven kilometres? Ten? She felt frightened. Out on the road, the children walked quickly, brushing the burnt leaves and charred fern fronds that fell out of the sky off their faces and out of their hair. They stared without wonder at the tarred road now dripping away at the edges, at the red embers floating like so many butterflies, their glow rising and falling with the wind gusts. 5
- 2 At first, there was a magical excitement about it all, and something in their mother's terror that made the three children feel better, even superior. They had passed into another world – an adult world, where everything was weighted differently, where people said what they meant, where what you did mattered and where your own life, till now meaningless, mattered to them and to you. 10
- 3 They walked a good mile down the mountain when their excitement began to ebb and their fear grew as the main fire was now close to them. Stewie began to cry because the embers were burning his skin. He complained of the fire's *neverendingness*. By then, the fire no longer made any sort of sense. There was wind behind them and coming at them, whipping up swirling red embers, glowing magic cones that turned everything they touched into flame. They had been fleeing from the flames but now the flames were all around them. 15 20
- 4 "We're surrounded" Stewie said, and he cried again.
- 5 "That's enough," Ella said, grabbing him. "Get behind me, hold each other's hands, and whatever you do, don't let go."
- 6 So linked, this thin line of hope and terror continued into the wind and smoke and flame. Mary started to cry because her feet were blistering. 25
- 7 "We'll fix your feet when we get to Hobart," Ella said.
- 8 Through the noise of the flames and wind there was a crash, and up ahead, a tree fell on the road in a ball of flame. Ella found a path skirting around the flames, past a burning car wreck, and they kept on. But now in front the fire grew worse than it was behind. 30
- 9 "We've got to go back, kids. Quickly!" she said. "No buggering¹ around now." She never swore. They knew something had changed.

¹ buggering: swear word for causing trouble

[Turn over]

- 10 "What about Hobart?" asked Jess, who had said nothing. "If we get to Hobart, we'll be safe." Her voice was panting. And Jess shoved around and started heading past them into the flames. Ella grabbed her and slapped her hard across the face. "We'll be roast pig if we go any further that way. We just got to find some shelter from the fire." 35
- 11 Jess started screaming, and Ella slapped her a second time. Jess burst into tears and dropped her compact disc (CD) player which she had insisted on bringing along, but clutched her one favourite disc. Their throats burnt with the tar of smoke, their eyes were streaming, and it was hard to breathe. 40
- 12 They came to a house that had no garden and just one old apple tree and an asbestos² garden shed that sat in the middle of a dead lawn. There was nothing to burn, and the fire was roaring up behind them. Little fires were appearing on the dead lawn where there was nothing to burn, but they were burning anyway. 45
- 13 "Here," said Ella, opening the door of the shed, thinking, *'Here? – It's here we all die?'*
- 14 An obscene tongue of flame, a good metre long, licked in under the door like a hungry animal, and Jess leapt back screaming and bumped a shelf full of bottles. "Jess!" Ella yelled. 50
- 15 She was holding the shelf. It was full of bottles of brushes and mineral turpentine and methylated spirits³. She hung on to that shelf and told them not to move. "Whatever you do, don't bump this shelf or me. Look at your CD. Look, kids. Just look." 55
- 16 And Jess, wearing her dress speckled with black holes from sparks and cinders, held up in the gloom the compact disc she had carried all the way. In the heat, it had drooped into the shape of a pudding bowl.

Adapted from *The Narrow Road to the Deep North* by Richard Flanagan

² asbestos: non-flammable material

³ mineral turpentine and methylated spirits: commonly used for stain removal; highly flammable

[Turn over]

Section C

Text 3

The article below deals with the notion that millennials are entitled and spoilt. Read it carefully and answer Questions 15-21 in the Question Booklet.

- 1 What is a millennial? Definitions vary, but millennials are largely identified as those born approximately between 1980 and the early 2000s. They also go by other names such as 'Generation Y', 'Generation Me' or, in Asia, 'The Strawberry Generation' – referring to how they are easily bruised and require constant attention and praise.
- 2 How to spot a millennial in the wild? Look for fingers callused from texting and gaming. They are also the ones fixated on a screen while simultaneously anxious with FOMO – otherwise known as the fear of missing out. Another identifying trait is high self-esteem from being coddled by baby-boomer parents and being raised in a post-war era of curiosity and possibilities. This also makes them more likely to pursue passion than a fat pay cheque – hence the professional bloggers, Instagram photographers and social media influencers. 5 10
- 3 Fifty-four-year old baby boomer Shan Li admits that, while she and her four siblings grew up having to share bedrooms with some even sleeping on the floor, her twin daughters, 27, do not even have to share a bedroom in their three-bedroom condominium home. When they were in primary and secondary school, the girls took ballet and piano lessons and, for a short time, attended pricey horse-riding classes at the Singapore Turf Club. 15
- 4 "I know people will say that they're entitled and spoilt," the freelance financial planner says. "But we want our children to have a better life than ours."
- 5 It is a sentiment that is shared by many Singaporean baby-boomer parents when it comes to raising their millennial children. More liberal mindsets also make parents more likely to 'peer-ent' them – a child-rearing style that values consulting children over being a no-nonsense authority figure. 20
- 6 Having lots of options available has impacted the way millennials navigate their careers as well. Human resource professionals also say millennials tend to be more emotional compared with their parents, who are more pragmatic and stoic. Emotional millennials may job-hop, but they are "more likely to be loyal to good leaders who value their input", says Mrs Cheryl Liew-Chng, Chief Executive of career consulting firm Lifeworkz. And when it comes to managing them, it helps to give frequent bursts of encouragement to keep them motivated. 25 30
- 7 They are also redefining what classifies a career. A nine-to-five job in a cubicle? Sorry, that is so last millennium. With laissez-faire start-ups and social media consultancies these days, much of the work occurs in co-sharing spaces and coffee joints now. "Thanks to technology, Generation Ys no longer want to be boxed in by perceptions such as work being confined to the walls of an office," Mrs Liew-Chng says. "They're now open to a wide array of career options - some of which didn't exist a mere 10 years ago." Case in point? 22 year old YouTuber Tan Jian Hao and 23 year old fashion blogger Andrea Chong, both of whom are earning comfortable six-figure annual incomes, thanks to their impressive online followings. 35

[Turn over]

- 8 Millennials are not afraid to let their hearts rule their heads, giving up conventional 40
paths to pursue their passions, having shown that they have the grit and
determination to see their passion through. A prime example is Ms Kathy Xu's eco-
enterprise, The Dorsal Effect, one of a growing number of home-grown start-ups with
a social focus. The 33 year old gave up a stable job in teaching to sustain herself on
less than half of her monthly salary when she chose to devote herself to shark 45
advocacy full time in 2013. Today, the enterprise conducts three to four diving trips
every month in Lombok, encouraging local fishermen to stop shark fishing and
instead provide eco-tourism services.

Adapted from "What Makes Gen Y Tick" by Ankita Varma from *The Sunday Times*, August 30, 2015.

Section A [5 marks]

Text 1

- 1 Identify **one** word from the infographic that has the same meaning as "second hand".

For
examiners'
use

..... [1]

- 2 In what **two** ways does the infographic suggest the current popularity of the "second hand economy"?

(i)

..... [1]

(ii)

..... [1]

- 3 In what way does the image of two people shaking hands support the point that there are benefits of "selling used goods and purchasing second hand goods"?

.....

..... [1]

- 4 Why do you think this infographic was created?

..... [1]

[Turn over]

Section B [20 marks]

Text 2

- 5 In Paragraph 1, explain how the language used emphasises the destructiveness of the fire. Support your ideas with **three** details from the paragraph.

For
examiners'
use

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

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

(iii)
.....
..... [1]

- 6 In Paragraph 2, we are told that 'there was a magical excitement about it all' and 'something in their mother's terror... made the three children feel better, even superior'. In your own words, explain clearly the reasons for the children's feelings at this point in time.

(i)
..... [1]

(ii)
..... [1]

[Turn over]

- 7 Stewie 'complained of the fire's *neverendingness*' (lines 17-18). What does this suggest about how Stewie was feeling?

For
examiners'
use

..... [1]

- 8 Identify a sentence in Paragraph 3 that has a similar meaning to 'the fire no longer made any sort of sense' (line 18).

..... [1]

- 9 What is effective about the phrase 'this thin line of hope and terror' (line 25)?

..... [1]

- 10 The children 'knew something had changed' (line 33).

(a) Explain what had changed.

..... [1]

(b) Suggest **two** reasons why this change occurred.

(i) [1]

(ii) [1]

[Turn over]

- 11 In Paragraphs 10-11, identify the **two** expressions of **not more than seven words** each which show that Jess was panicking.

For
examiners'
use

(i) [1]

(ii) [1]

- 12 The writer says 'there was nothing to burn, but they were burning anyway' (line 46). In what way is this description of the little fires effective?

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

- 13 The writer describes the fire under the door of the shed as 'an obscene tongue of flame' which 'licked in...like a hungry animal' (lines 49-50). What do the italicised words in the descriptions below suggest about how the fire appeared to Ella and Jess at this point?

Description	How the fire appeared
(i) 'an <i>obscene</i> tongue'	
(ii) 'licked in... <i>like a hungry animal</i> '	

[2]

[Turn over]

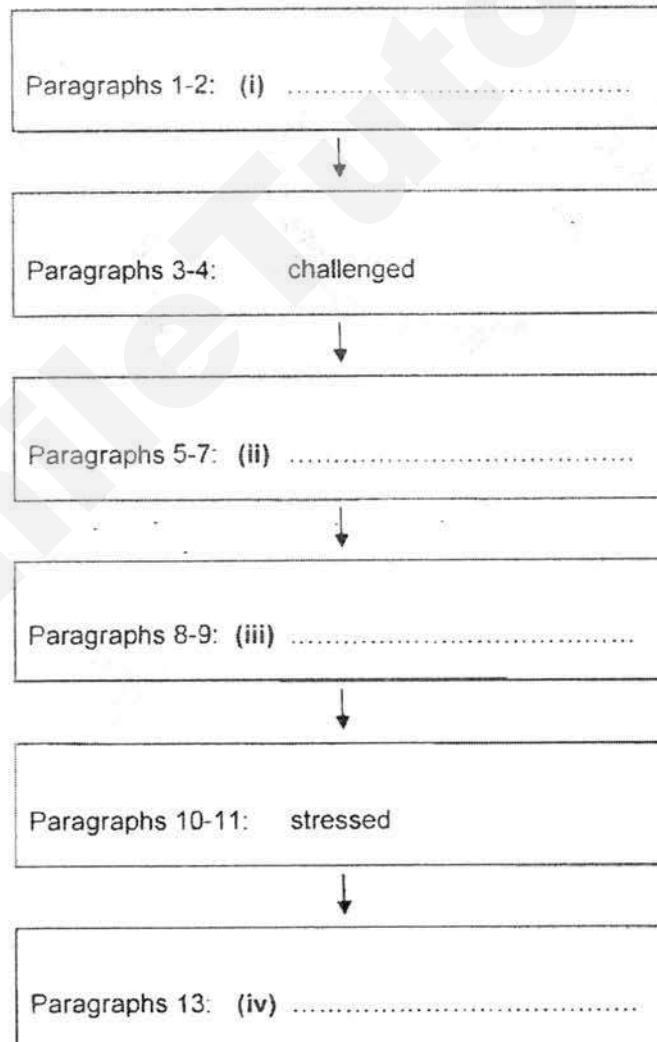
- 14 The structure of the text reflects the feelings of Ella as she journeyed with her children to escape the fire. Complete the flow chart by choosing a word from the box to summarise her feelings as described in each part of the text. There are extra words you do not need to use.

For
examiners'
use

Ella's feelings

overwhelmed	helpless
hysterical	purposeful
resigned	downcast
antagonistic	anxious

Flow chart



[4]

[Turn over]

Section C [25 marks]

Text 3

- 15 'How to spot a millennial in the wild? Look for fingers callused from texting and gaming' (lines 5-6).

For
examiners'
use

(a) What attitude towards millennials does the writer reveal in these lines?

[1]

- (b) Identify **two** words, one from Paragraph 2 and one from Paragraph 4, which suggest a similar attitude towards millennials.

(i) Paragraph 2 [1]

(ii) Paragraph 4 [1]

- 16 According to the writer, millennials are 'being raised in a post-war era of curiosity and possibilities' (lines 8-9). Explain how this upbringing determines the main factor in millennials' choice of careers. **Answer in your own words as far as possible.**

[2]

- 17 Baby-boomer Shan Li admits that people say that millennials, like her children, are 'entitled and spoilt' (line 18). Which name in Paragraph 1 conveys this impression of millennials?

[1]

[Turn over]

- 18 In each of the spaces provided below, give **one** word to bring out the contrast between baby-boomer parents and their Generation Y children.

For
examiners' use

	Baby boomer parents	Generation Y children
Parenting style of their parents	(i)	consultative
Attitude to work	pragmatic	(ii)

[2]

- 19 'A nine-to-five job in a cubicle? Sorry, that is so last millennium' (lines 31-32). What does the expression in **bold** suggest about the kind of jobs millennials shun?

[1]

- 20 From Paragraph 2 onwards, state two examples of professions that millennials might take up that were not available to their parents.

[1]

- 21 Using your own words as far as possible, summarise the attitudes and traits millennials are said to possess.

Use information from the entire passage.

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).

Whether it is due to upbringing or advancing technology, millennials

[Turn over]

For
examiners'
use

No. of words: [15]

1. "pre-owned" or "used" [1]

2 The use of the word "booming/growing" OR the phrase "almost a 100% year over year growth" suggests that it is increasing in popularity. [1] OR (ii) The statistic stating that "76% are selling goods they no longer need" OR "more than 80% are already purchasing pre-owned goods" OR "74% have purchased a second-hand item in the last 12 months" suggests that the current popularity of the "second hand economy". [1]

N.B. Not all statistics are relevant. Some are used to promote the website/platform.

3. The act of shaking hands suggest that both parties have come to an agreement OR a deal. [1] OR Both parties having come to an agreement OR a deal suggests that each has something to gain out of OR benefit from the agreement/transaction. [1]

Not accepted: "partnership", "work well together", "help each other", feelings e.g. happiness, satisfaction, pleasure, gratitude, content, joy etc.

4 To promote buying or selling second hand OR pre-owned OR used goods/items on/via Gumtree OR gumtree.com.sg. [1]

N.B. must have the "what" and the "where"

5 (i) "the house...exploded into flame" (line 1) The fire destroyed the house fiercely and violently, in an instant.

(ii) "the burnt leaves and charred fern fronds...fell out of the sky" (line 6) Vegetation/plants along the road had been affected – even the foliage had been blackened and burnt

(iii) "the tarred road now dripping away at the edges" (line 7) The temperature from the fire was so high, the road surface had melted.

(evidence and explanation must be explicitly linked; 1 mark for each of the above) Not accepted: "the red embers floating like so many butterflies" (this does not illustrate the destructiveness of the fire)

6. At the time, the children felt enthralled by the unfamiliarity of what was happening around them. [1] (c.f. line 10: "At first, there was a magical excitement about it all") Their mother was fearful, they sensed, but the children felt a sense of well-being as this seemed to cause her to treat them with respect OR like grown-ups because each child was given the responsibility of looking after his/her own safety as (s)he walked. [1] (c.f. lines 11-14: "They had passed into another world- an adult world, where everything was weighted differently, where people said what they meant, where what you did mattered and where your own life, hitherto meaningless, mattered to them and to you.")

7. Stewie felt frustrated/fatigued/exhausted (as he felt unable to cope with the onslaught of the fire). [1]

8. "They had been fleeing from the flames, but now the flames were all around them."

9. It is effective in highlighting how the emotions of Ella and the children teetered/see sawed between hope and panic. [1] The children 'knew something had changed' (line 33).

10(a) Their mother was not usually a person who swore, but now suddenly, she had done so. [1]

10 (b) (i) Ella was now more fearful/more stressed, as the fire facing them was worse than the fire behind. [1]

b(ii) Now, they could not get around the fire anymore. [1]

11. "Jess started screaming" (line 39) [1]

12. It highlights the relentless, unstoppable nature of the fire. [1]

13(i) 'an obscene tongue' offensive/detestable/hateful [1]

Not acceptable: lewd/lustful (answers should be explicit, and in context)

13(ii) 'licked in...like a hungry animal' eager to consume its prey OR like a predator [1]

14 (i) anxious [1]

(ii) purposeful [1]

(iii) overwhelmed [1]

(iv) resigned [1]

15a. Disapproval/ look down on [1]

Not accepted: sarcastic (describes tone, not attitude) contempt/~~condemnation~~/scorn/despise (too strong/extreme) negative (imprecise)

(bi) Paragraph 2 : "fixated" / "coddled" [1]

(ii) Paragraph 4 "entitled" / "spoilt" [1]

16. Millennials are more likely to get jobs OR form careers that they like/ have great interest in [1]
rather than (be motivated by) a high salary. [1]

(c.f. lines 10-11: "makes them more likely to pursue passion than a fat pay cheque")

(N.B. for "fat pay check", do not accept "a lot of money" because a "pay check" implies a salary or wage.) Baby-boomer Shan Li admits that people say that millennials, like her children, are 'entitled and spoilt' (line 18).

17. Generation Me [1]

18 (i) strict/ stern OR authoritarian/ dictatorial [1]

(ii) emotional [1] [2]

19. Jobs with regular/ fixed number of hours OR mundane/ routine/ boring [1] and in a small office OR confined space. [1]

Do not accept: typical, long, standard, conventional, low-paying, office workers, white collar jobs

20. A professional blogger, an Instagram photographer, a social media influencer, a YouTuber or a fashion blogger. [1] (any TWO of the above)

1. ('The Strawberry Generation – referring to how they are easily bruised)- are sensitive/ easily hurt/ fragile/ unable to withstand harshness
2. (and require constant attention and praise) and need to be acknowledged and complimented all the time.
3. Fixated on a screen-They are addicted to their electronic devices OR have their eyes glued to their devices
4. Anxious with the fear of missing out (line 8)-because they dread/ feel anxious/ worry about being left out of/ not knowing about the latest happenings/ trends.
5. high self-esteem (from being coddled by baby-boomer parents) (line 9)-Spoilt by their parents, they grow up egotistical/ thinking highly of themselves/ full of confidence.
6. more likely to pursue passion than a fat pay cheque (lines 9 -10)-Millennials will probably look for jobs that interest them rather than those with high salaries/ wages when choosing a job.
7. people will say that they're entitled and spoilt (line 19)-They believe/ insist on their own rights/ expect to get what they want and are pampered.
8. Emotional millennials may job-hop, but they are "more likely to be loyal to good leaders who value their input" -Ruled by their feelings, they may not stay in one job for long/ life but may do so if they are/ feel appreciated.
9. A nine-to-five job in a cubicle? Sorry, that is so last millennium-no longer want to be boxed in by perceptions such as work being 11 12 They eschew/ scorn jobs with regular/ fixed hours (being stuck) in a small office.

Name _____

Class

Register Number

1128/01

17/P1/ELA

ENGLISH LANGUAGE PAPER 1

WEDNESDAY

26 APRIL 2017

1 HOUR 50 MINS

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VICTORIA SCHOOL PRELIMINARY EXAMINATION ONE SECONDARY FOUR

INSTRUCTIONS TO CANDIDATES

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

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

Section A is an Insert.

For Section A, write your answers in the spaces provided on the Insert.

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

Begin each section on a fresh page.

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

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

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This document consists of 4 printed pages and 1 Insert.

Setter: Ms. Janice Jeganathan

[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.

Your Form Teacher would like to celebrate the end of the Prelim 1 examinations by going on a day trip. She has asked for suggestions for places where there are opportunities to learn and to have fun. You have seen a webpage about the Tiong Bahru neighbourhood and think it would be a good choice. Your Form Teacher has tasked you to email her a proposal about your choice.

In your proposal you should:

- suggest any two activities your class might enjoy
- explain how these activities will give a balance of learning and fun
- provide details on how these activities can be organised and carried out
- say why you think this trip would be a good way to celebrate the end of the Prelim 1 examinations

Write your proposal in clear, accurate English and in a persuasive, enthusiastic tone to convince your Form Teacher that your choice would be most ideal for a great day out.

You may add any other details you think will be helpful.

You should use your own words as much as possible.

317

Section C [30 marks]

Begin your answer on a fresh page.

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

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

- 1 Describe an event which happened in your childhood, which still means a great deal to you. Why is it so important?
- 2 Helen Keller once said, "Alone we can do so little; together we can do so much." How far is this true in your experience?
- 3 'The world would be a very dull place without sports.' What are your views?
- 4 What are some of your fears for the future? Explain how you plan to overcome them.

- THE END -

Section A [10 marks]

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

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

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

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

Examples:

I arrived (to) my destination at 2 pm.

at.....

My mother always wears sensible clothes.

✓.....

There are 1.23 billion people worldwide who spend an hour a day, on average,
 playing video games. Jane McGonigal thinks this is the great thing. McGonigal is 1
 a game designer and author, and she spoke at The Nantucket Centre in Saturday 2
 morning about why, for her opinion, playing video games is good for people and for 3
 the world. McGonigal begins her talk by acknowledging that there are some 4
 statistics about gaming who are, admittedly, discouraging: worldwide, we spend 5
 1.75 billion minute a day playing Candy Crush. Surely there must be something 6
 better to do with that time? And throughout her talk, the designer explained to the 7
 audience how to rethink their perceptions of what gaming is. When people play 8
 games, she posits, they are "wholeheartedly engaged in creative challenges." 9
 Her point is borne out by science: gaming, according with McGonigal, is the 10
 neurological opposite of depression.

- END OF INSERT -

Section A [10 marks]

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

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

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

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

Examples:

I arrived (to) my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

There are 1.23 billion people worldwide who spend an hour a day, on average,	
playing video games. Jane McGonigal thinks this is the great thing. McGonigal is	1 a
a game designer and author, and she spoke at The Nantucket Centre in Saturday	2 on
morning about why, for her opinion, playing video games is good for people and for	3 in
the world. McGonigal begins her talk by acknowledging that there are some	4 began
statistics about gaming who are, admittedly, discouraging: worldwide, we spend	5 that/which
1.75 billion minute a day playing Candy Crush. Surely there must be something	6 minutes
better to do with that time? And throughout her talk, the designer explained to the	7 But/However
audience how to rethink their perceptions of what gaming is. When people play	8 tick
games, she posits, they are "wholeheartedly engaged in creative challenges."	9 tick
Her point is borne out by science: gaming, according with McGonigal, is the	10 to
neurological opposite of depression .	

Text 1

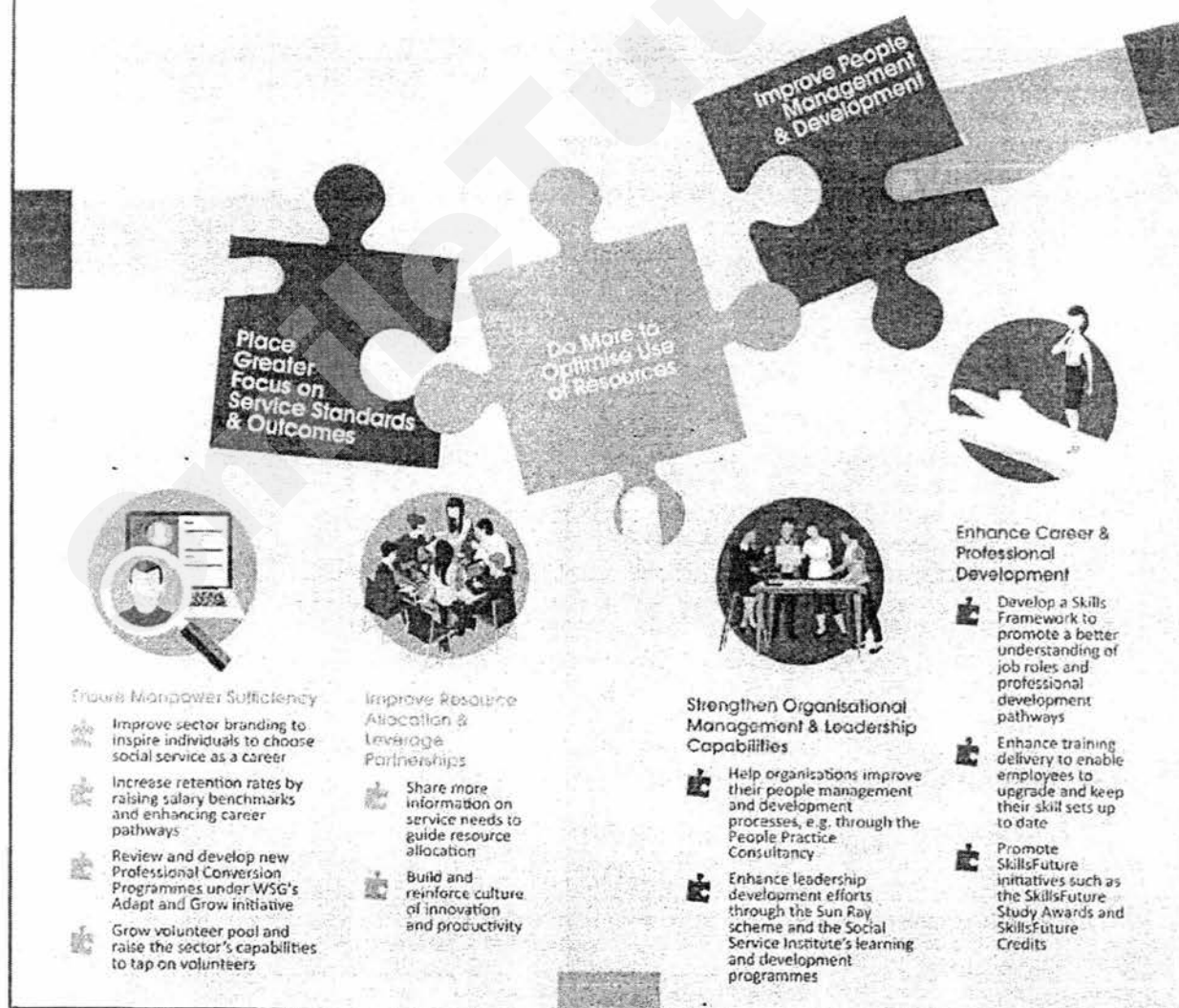
Section A

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

SOCIAL SERVICE INDUSTRY MANPOWER PLAN

Outcomes, Resources and People

BUILDING A FUTURE-READY SOCIAL SERVICE SECTOR



Section B

Text 2

The text below is about a man who was pick-pocketed in Bolivia. Read it carefully and answer Questions 5-13 in the Question Booklet.

- 1 As we approached the frenetic heart of the market, we maneuvered over men in bowler hats and women cradling babies in colourful woven slings to hop out of a taxi filled to the bursting. We lost no time in setting about to explore the twisting streets teeming with colour and energy. Fruits and vegetables laid strewn across blankets lining the cobblestone paths, and rickety stalls hosted piles of fabrics and handicrafts. Vociferous vendors touted their goods and haggled with customers. Children darted amongst the throngs of shoppers while the elderly observed the commotion from whatever available niches remained. 5
- 2 I pulled out my safely stashed phone to photograph the whirlwind of vibrancy while my new friend examined some merchandise at a nearby stall. We were the only tourists in the market as far as we could see. Years of high school Spanish classes and hours spent poring over travel books in my preparatory efforts to blend in with the locals proved insufficient. I stuck out like a great white American sore thumb. Conscious as I felt of my conspicuous foreignness, I evidently had not been quite as aware of my surroundings as I believed. 10 15
- 3 I feel a forceful tugging at my hand and before I have time to register the shock of being robbed, the pickpocket hastily disappears into the crowds and I am dashing right after him. I can hear myself shouting, alternating in Spanish and English, pleading for someone to stop him. The voice sounds distant and removed from my body. He tears through narrow, snaking alleys, attempting to lose me in the labyrinth. Athleticism is not included amongst my fortes, but I run faster than I knew my legs could carry me, willing my eyes to maintain sight of the thief's red shirt flashing like a bullfighter's flag ahead of me. 20 25
- 4 Three local market-goers pick up the chase, to my immense gratitude. At every turn; at every point where the route split off into a series of tortuous new passageways, the vendors stationed at stalls lining the way, pointed my fellow pursuers and me in the direction of the pickpocket. Just when I begin to think hope is lost, we turn a corner and nearly barrel into the crimson-shirted thief, tightly restrained in the arms of two fortuitously located gentlemen. At this point in the story, I sometimes speculate about the many things I could have said to the pickpocket in that brief instant I found myself face-to-face with him. But my capacity for coherent statements - much less grand, indignant ones - was all but extinguished along with my stamina. So I retrieve my phone from his clutch with just enough breath left to express thanks to those who had helped me. 30 35
- 5 Celebration of this triumphant retrieval was short-lived. My day's adventure was far from over. I turn away from the scene and realised, with a dread that sinks like an anchor into the pit of my stomach, that I am utterly lost in a bewildering maze of crops and crafts. My wandering began. One vendor, an aging woman clad in a traditional shawl and pleated skirt with crinkles etched into the corners of her eyes, beckons me over to her stall. She bids 40

- me to sit down. "*Cálmate, cálmate*," she says, as she insists that I rest and drink a cup of Coca-Cola from a bottle she procures out of thin air. Quite soon, a small gaggle of locals gathers around. They ask how I'm doing, where I'm from, where I'm going. 45
- 6 I converse for a while and, after thanking them for their much-appreciated kindness and generosity, I set out bereft of the foggiest notion of what direction I'd come from or how to find my way back. I tell myself that this fruit stand or that crafts display look like familiar sights I might have bolted past while making a shrieking, sprinting spectacle of myself shortly before. Truthfully, I am blindly choosing alleys and hoping I'll somehow end up on a main street. 50 55

Section C

Text 3

The article below explores the changing role of education in a changing world. Read it carefully and answer Questions 14-20 in the Question Booklet & Summary Answer Sheet.

- 1 Until the Industrial Revolution, a vast majority of people were unaffected by formal education or new technology. These advances were reserved for the wealthy. However, as technological progress accelerated, education failed to keep pace. This left large numbers of people without the intellectual tools needed to adapt to a rapidly changing world. It also, on a larger scale, contributed to widespread suffering. 5
- 2 It took a century for public policy to respond with an effort to provide universal access to schooling to ensure that everyone would have access to education. In recent decades, big strides have been made in achieving that ambitious goal worldwide. There is more that needs to be done – we live in an era when technological innovation is once again outpacing education. The effort to provide everybody with an opportunity to learn must not only be redoubled; it must also be retooled for an increasingly unstable and volatile world. 10
- 3 Access to education has been significantly broadened. The world is no longer as divided between rich, well-educated countries and poor, badly educated ones as it was once. The quality of schooling remains a powerful predictor of national income over the long term. In fact, many low-income countries have begun leveraging education as a tool toward strengthening their economies. However, work remains in bringing education to everyone — even in high-income countries. Many oil-producing countries, in particular, have succeeded in converting their economic wealth into physical capital and consumption, such as modern buildings and advanced transportation systems. Nonetheless, they failed to invest in the human capital that will keep their economies running in the future. If high-income countries had invested in educating all of their students with at least very basic skills, the countries would benefit greatly economically. Even with their abundant natural resources, far greater wealth lies untapped in the undeveloped skills of their people. 15
20
25
- 4 Yet, it is important to note that formal education alone is not enough to ensure greater opportunity and prosperity. One important issue is matching skills to opportunities. In many economies, a large number of employers cannot find skilled workers while at the same time many unemployed graduates are looking for work. If individuals and countries want to continue to reap the benefits of education, policymakers must ensure that the education system trains students in the skills necessary to prosper in a rapidly changing world and ultimately get a job. 30
35
- 5 In the past, education was about imparting knowledge, but today, it is about providing students with the tools to navigate an uncertain, volatile world. Unfortunately, the skills that are easiest to teach and test, such as entering data or memorizing facts, are also the easiest to automate or outsource. State-of-the-art knowledge remains more important than ever. The global economy has evolved into a knowledge economy. Today's world no longer rewards workers for what they know (Google knows everything); it rewards them for what they can do with what they know. 40

- 6 Education needs to focus on improving how students think and also on providing the social and emotional skills students need to successfully collaborate with others. In the past, educators taught students by breaking problems into manageable pieces and then teaching techniques to solve them. In the workplace today, there is value to being able to look at many separate bits of information and put them together. Workers need more than technical skills. They must also have curiosity, open-mindedness and the ability to make connections between seemingly unrelated ideas. 45 50
- 7 Transforming education for the modern economy will require every part of society to rethink its role in students' lives. Governments will have to design smarter financial incentives. Education systems will have to start inspiring entrepreneurship and better job training. Employers will have to invest in training their workforces, and labour unions that represent workers will need to make sure that training leads to better job opportunities. Ultimately, the future of education will depend on individuals and their willingness to take advantage of learning opportunities and invest in their own futures. 55

END OF INSERT

Text 1: Adapted from Ministry of Social and Family Development website.

Text 2: Adapted from Huffpost; *A Picked Pocket: A Piqued Perspective*; 2016

Text 3: Adapted from *In a changing world, the role of education must change*; 2016

Section A [5 marks]

Text 1

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

- 1 In what way does the jigsaw reinforce the heading of the webpage?

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

- 2 Look at the illustration above the heading **Enhance Career & Professional Development**. What impression do you think the illustration aims to present?

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

- 3 Write down two phrases, of three words each, from the webpage which companies need to do to ensure they have enough manpower.

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

- 4 Which sentence gives the main purpose of the webpage?

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

Section B [20 marks]

Text 2

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

- 5 At the beginning of this text, the author is visiting the marketplace. Explain how the language used in Paragraph 1 makes the market seem vibrant. Support your ideas with **three** details from the paragraph.

.....

.....

.....

.....

.....[3]

- 6 In Paragraph 2, what does the phrase 'safely stashed phone' reveal about the situation in Bolivia?

.....

.....[1]

- 7 Which **one** word in Paragraph 2 suggests how the author and his friend were clearly standing out from the crowd?

.....

.....[1]

- 8 In Paragraph 3, what is effective about the phrase 'red shirt flashing like a bullfighter's flag'?

.....

.....

.....[2]

- 9 (a) In Paragraph 4, which phrase suggests the market is a labyrinth?

.....
[1]

- (b) Explain why this is effective.

.....

[2]

- 10 In Paragraph 4, give **two** ways in which the author makes clear that he is not athletic.

.....

[2]

- 11 In what **two** ways is the treatment of the locals to the author hospitable and generous? Refer to Paragraph 5.

.....

[2]

- 12 (a) In Paragraph 6, which phrase suggests the author might have made a scene?

.....
[1]

- (b) In what way is the phrase particularly effective?

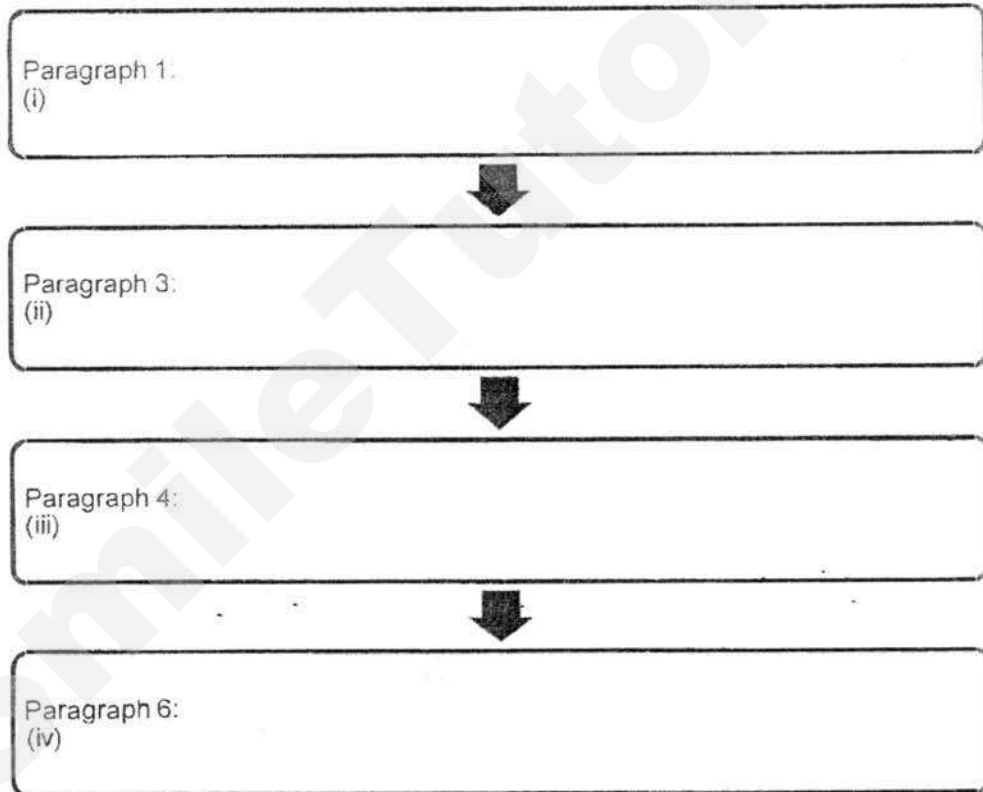
.....
[1]

- 13 The structure of the text reflects the author's thoughts and feelings as he goes through the marketplace. Complete the flow chart by choosing **one** word from the box to summarise the main thoughts or feelings presented in each part of the text. There are some extra words in the box you do not need to use.

Author's thoughts and feelings

Exasperated	Disbelief	Appreciative	Distressed
In awe	Exuberant	Panicky	

Flow chart



[4]

Section C [25 marks].

Refer to Text 3 on pages 5-6 of the Insert for Questions 14-20.

- 14 According to Paragraph 1, what were the effects of technological advancements on people?

(i)
.....[1]

(ii)
.....[1]

- 15 In Paragraph 1, why was everyone, including the wealthy, affected this time? Answer in your own words as far as possible.

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

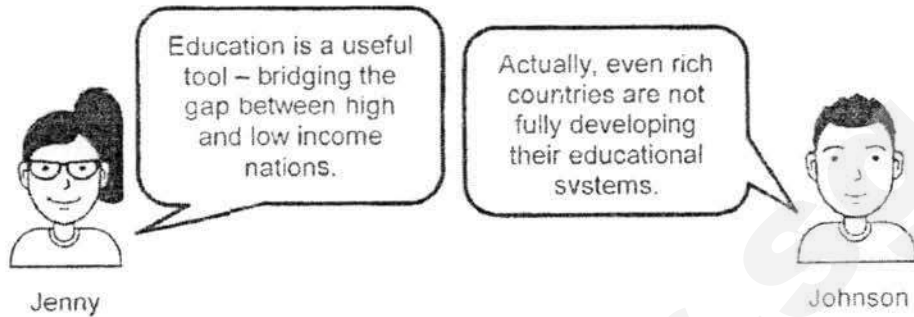
- 16 Which two words in Paragraph 2 tell us that significant breakthroughs have been made in order for everyone to gain access to education?

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

- 17 What is effective about using the words 'redoubled' (line 13) and 'retooled' (line 14) to describe the efforts that need to be put in for people to gain an opportunity to learn?

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

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



- (a) Give **one** evidence from Paragraph 3 that would support Jenny's point of view.

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

- (b) With reference to the same paragraph, explain **one** reason for Paulson's point of view. **Answer in your own words.**

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

- 19 Identify any **two** things from Paragraph 7 that the various groups in society can do to reshape the role of education in a student's life.

(i)
.....[1]

(ii)
.....[1]

Please write your answer to the Summary Question (Question 20) on the separate Summary Answer Sheet provided.

.....No. of words: [15]

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1. • Social service is made up of a combination of different areas (ideas that parts complete the whole or

- They should be or are linked / pieced together

X - different steps

X - repeats the heading, elaborates on the heading

X - building a social service sector (without explaining how) (answers must show how the different pieces are connected / linked)

2. There are many different pathways / options to achieve career development. Help is provided for a person to decide which path to take X - person is / should not be indecisive

3) Improve sector branding / increase retention rates / grow volunteer pool / raising salary benchmarks / enhancing career pathways / tap on volunteers

4) The sentence is "building a future-ready social service sector".

5. All three points should be different. Possible answers include: movement of the people, how crowded it was, the variety of goods, noise level, mood & atmosphere of the market. Points must explain HOW it made the market vibrant (e.g. lively, full of energy, colourful).

- "piles of fabrics and handicrafts" / "fruits and vegetables laid strewn across blankets" - shows how there is a variety of goods and everything is so colourful [1]
- "vociferous vendors" - the sellers were loud and eager in the peddling of their wares [1]
- "children darted amongst the throng of shoppers" - there was a lot of movement that created an energetic atmosphere / crowded [1]
- "teeming with colour and energy" - atmosphere was lively [1]

X colourful and energetic; X full of life (vague)

- "frenetic heart of the market" - fast paced / high energy / busy / filled with activity / bustling [1]

Note: Many students did not explain the evidence and instead rephrased it / attributed points that the evidence did not show. Some students also made the error of quoting too much - E.D.

6) It suggests that Bolivia is not safe / dangerous / prone to pickpockets. [1]

X lawless / extreme + no evidence to suggest this

7) The word is "conspicuous". [1] Note: Must be spelt correctly.

8) It shows how the author had singular focus in the pursuit of the pickpocket / dogged determination. [1] How easy it was for him to follow the pickpocket / easy target / zero-in on the pickpocket. [1] The red shirt attracted his attention. [1] Speed at which he ran after the pickpocket. [1] Any 2 points, 1 mark each.

X angered like the bull / describe the bullfight

9a) The phrase is "series of tortuous new passageways". [1] X "route split off into a" - E.D.

9b) It shows that there were many possible routes / sheer size / branching out into different directions [1] and each was complex / circuitous / difficult to navigate / diverging constantly / confusing / disorienting / never-ending [1]

X splitting off into new passageways (lifting)

X tormenting / painful – literal

10. Even though the author was angry at the pickpocket, he did not have any energy to reprimand him. [1] “my capacity for coherent statements were all but extinguished along with my stamina” The author could barely show his appreciation to the people who thanked him. [1] “with just enough breath left to express thanks to those who had helped me”

11) They gave the author a free drink (generous) [1] and made conversation with the author / asked how he was (hospitable) [1].

12a) The phrase is “shrieking, sprinting spectacle”. [1]

12b) The use of alliteration emphasised how he was not in full control of himself / Shows how embarrassed he was. [1]

X attract attention - no one would purposely make a spectacle of themselves; WHY was he unintentionally attracting attention

X huge commotion = make a scene - not explaining

13. in awe, disbelief, appreciative, panicky

14) (i) There was widespread suffering of A lot of them suffered [1]

X people suffered

14(ii) Large numbers of people were left without the intellectual tools needed to adapt to a rapidly changing world [1]

X education failed to keep pace [E.D.] Note: You do not need to reword.

15) From Text Reworded ‘education failed to keep pace’ ‘failed’ unable to / unsuccessful in [1] ‘keep pace’ progress, move at the same speed/rate, catch up with [1]

X develop faster

X any answer that has the word ‘keep’ or ‘pace’

16) • The two words are ‘big strides’. [1]

17) ‘redoubled’: become greater, intense or more numerous [1]

‘retooled’: new / changed [1]

• Emphasise that the efforts need to be (drastically) increased and be (completely) changed / different. [2]

X done twice OR done again

X tweaked (means slight change)

X redesign, adapt, improve

X enormous effort Note: Focus on the idea of ‘the efforts’ NOT education systems

18a. • Access to education has been significantly broadened [1]

- The world is no longer as divided between rich, well-educated countries and poor, badly educated ones as it was once. [1]

- In fact, many low-income countries have begun leveraging education as a tool toward strengthening their economies. [1]

X The quality of schooling remains a powerful predictor of national income over the long term (nothing to do with 'bridging the income gap')

Note: Excess denies (E.D.) -1m

18b) (top) did not invest: put in the time/effort/money to develop or train or improve the skills of the people or manpower (which was necessary to sustain/help grow the economy in future)

X any answer that contains the word 'invest' If high-income countries had invested in educating all of their students with at least very basic skills invested

(bottom) put in the time/effort/money educating:

- imparting knowledge or teaching very basic skills:

- the most fundamental skills X any answer that contains the word 'invest'

19) • Governments will have to design smarter financial incentives

- Education systems will have to start inspiring entrepreneurship and better job training.

- Employers will have to invest in training their workforces

- Labour unions that represent workers will need to make sure that training leads to better job opportunities

- Individuals need to be willing to take advantage of learning opportunities and invest in their own futures.

Note: The answer has to be correctly lifted

Excess denies (E.D.) -1m

The education system in many countries need to focus on

1 (matching skills to opportunities.) complementing skills with opportunities

2 (education system trains students in the skills necessary to prosper in a rapidly changing world) by equipping students with the skills that would help them or are crucial or are important to grow in a rapidly changing world.

3 (In the past, education was about imparting knowledge) Previously, education was about teaching/inculcating knowledge OR information in students.

4 (today, it is about providing students with the tools) Now, it needs to equip them to

5 (to navigate an uncertain, volatile world) find their way in an ever-changing environment/world

6 (State-of-the-art knowledge remains more important than ever) State of the art knowledge is more crucial than before.

7 (The global economy has evolved into a knowledge economy). Previously, the economy was a global one. Now it has morphed or changed into a knowledge economy.

8 (Today's world no longer rewards workers for what they know.? Today, the world does not recognise or appreciate workers for their knowledge

9 (it rewards them for what they can do with what they know.) but for how they can apply or incorporate their knowledge into their work.

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XINMIN SECONDARY SCHOOL

新民中学

SEKOLAH MENENGAH XINMIN

Mid-Year Examination 2017

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

Secondary 4 Express and 5 Normal Academic

26 April 2017

Setter: Mrs Amy Chan

Duration: 1 hour 50 minutes

Vetter: Ms Cindy Beh

Additional Materials:

Writing paper

Insert

READ THESE INSTRUCTIONS FIRST

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

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

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

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

Answer **Section A**, **Section B** and one question from **Section C**.**Section A** in an Insert.For **Section A** write your answers in the spaces provided on the Insert.For **Section B** and **Section C** write your answers on the writing paper provided.

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

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

For Examiner's Use	
Section A	
Section B	
Section C	
Total	70
Parent's Signature	

This paper consists of 4 printed pages.

Section B [30 marks]

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

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

A plot of land in your neighbourhood is to be developed for the benefit of the local community. Hougang Town Council has invited residents to give their views on the matter. You have seen a poster by Hougang Town Council and would like to write in to share your views.

Write to the Chairman of the Estate Management Committee of Hougang Town Council, stating clearly:

- Your preference of how the plot of land should be developed
- Your suggestion of facilities that can be included
- How the facilities would benefit the community
- Why your proposal would be the most beneficial to the whole community.

Write your proposal in clear, accurate English and in a polite and persuasive tone to convince Hougang Town Council that this development would be best for the neighbourhood.

You may add any other details you think will be helpful.

You should use your own words as much as possible.



HOUGANG
TOWN COUNCIL



Call for Proposals!

Which of the following developments would benefit our community the most?



A local health clinic

- Give medical advice to the young and old in the neighbourhood
- Relieve the burden on doctors and hospitals



A youth centre

- Provide sports and recreational facilities for young people under 18 years of age
- Save time and transport expenses



A retirement home

- Provide help and medical support for the elderly
- Provide companionship for those who are living alone

Please share your views!

If you have ideas on how to develop the plot of land at Hougang Ave 8, please send in your proposal to:

**Estate Management Committee
Hougang Town Council
147 Hougang Ave 3
Singapore 550147**

Or email:
feedback@htc.sg

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1. In the 21st century, how important is it to be able to read, write and speak English?
2. "The best classroom is at the feet of an elderly person." How far do you agree with this statement?
3. Describe some of your leisurely pursuits. How important do you think leisurely pursuits are in your life as a teenager in Singapore?
4. Who are some people you look up to in life? Why do they inspire you so much?



XINMIN SECONDARY SCHOOL

新民中学

SEKOLAH MENENGAH XINMIN

Mid-Year Examination 2017

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

26 April 2017

Secondary 4 Express and 5 Normal Academic

INSERT

Duration: 1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST
This insert contains **Section A**.

Write your answers in the spaces provided.

Hand in the completed **Section A** insert separately.

 This document consists of 2 printed pages.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the film *Titanic*. 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) the library at noon.

..... at

My mother always wears sensible clothes.

..... ✓

James Cameron's inspiration for the film *Titanic* was predicated on his
 fascinations with shipwrecks; he wanted to convey the emotional message 1
 of the tragedy and felt that a love story intersperse with the human loss would 2
 be essential to achieving this. Produce on the film began in 1995, when 3
 Cameron shot footage of the actual *Titanic* wreck. The modern scenes was 4
 shot on board the *Akademik Mstislav Keldysh*, which Cameron had used as 5
 a base whom he filmed the wreck. A reconstruction of the *Titanic* built in 6
 California, scale models and computer-generated images were used to 7
 recreate the sinking. The film was partially funded with Paramount Pictures 8
 and 20th Century Fox, and, at the time, was the more expensive film ever 9
 made, with a estimated budget of \$200 million. Upon its release on 10
 December 19, 1997, the film achieved critical and commercial success.



XINMIN SECONDARY SCHOOL

新民中学

SEKOLAH MENENGAH XINMIN

Mid-Year Examinations 2017

CANDIDATE'S NAME

CLASS

--	--	--

INDEX NUMBER

--	--

ENGLISH LANGUAGE**1128/02**

Paper 2 Comprehension Insert

26 April 2017

Secondary 4 Express and 5 Normal Academic

Duration: 1 hour 50 minutes

Setter: Ms Ten Yu Ping and Mr Chow Zhen Zao

Vetter: Mrs Amy Chan

INSERT

READ THESE INSTRUCTIONS FIRST

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

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

Section A

Text 1

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



The screenshot shows the EPA website with the URL www.epa.gov in the address bar. The page features the EPA logo and the title "Feed People, Not Landfills". A large image shows a pile of food waste being dumped into a landfill. Below this, text states that in 2016, over 38 million tons of wasted food were thrown away in the U.S., and that approximately 13 percent of American households had difficulty providing enough food for all their members. It encourages preventing wasted food to help people in the community. Three smaller images illustrate the impact: feeding children, feeding people, and feeding the world. A mission statement box at the bottom reads: "OUR MISSION Our mission is to protect human health and the environment. Learn more about our mission and what we do".

EPA
United States
Environmental Protection
Agency

Feed People, Not Landfills



In 2016, over 38 million tons of wasted food was thrown away in the United States. At the same time, according to the U.S. Department of Agriculture, approximately 13 percent of American households had difficulty providing enough food for all their members.

In many cases, the food tossed into our nation's landfills is wholesome, edible food. Prevent wasted food and help people in your community.





Feed Children
By reducing wasted food nationwide, in homes and schools, we can help feed our country's children.

Feed People
Instead of feeding landfills, we should be feeding people. You can donate different types of food to many different types of organizations.

Feed the World
There are more than 870 million hungry people on earth. By eliminating food loss and wasted food we would have enough food to feed all the chronically under-nourished.

OUR MISSION Our mission is to protect human health and the environment. Learn more about our mission and what we do

Section B

Text 2

In the text below a young German soldier describes his experiences on the battlefield under heavy artillery bombardment during World War 1. Read the text carefully and answer questions 5-13 in the Question Booklet.

- 1 The thunder of guns swells to a single heavy roar and then breaks up again into separate explosions. The dry bursts of the machine-guns rattle. Above us the air teems with invisible swift movement, with howls, pipings, and hisses. Cries are heard between the explosions. Someone is badly hurt.
- 2 "Wounded horses," says Katczinsky 5

It is not men, they could not cry so terribly. We turn pale. It is the moaning of the world; it is wild with anguish, and terror. An old veteran, he sits quietly and smokes his pipe-- a covered pipe of course. Detering stands up. He is a farmer and very fond of horses. It gets under his skin. Then the fire dies down again. The screaming of the beasts becomes louder. One can no longer distinguish where in this now quiet silvery 10 landscape it comes; ghostly, invisible, it is everywhere, between heaven and earth it rolls on immeasurably.
- 3 Detering raves and yells out, "Shoot them! Shoot them, can't you? Damn you!"

"They must look after the men first," says Katczinsky quietly.
- 4 Then it begins in earnest. The field is punctuated with the bursts of flame from the 15 nozzles of the artillery batteries. We crawl away as well as we can in our haste. The next shell lands amongst us. Two fellows cry out. Green rockets shoot up on the skyline. A barrage. The mud flies high, fragments whizz past. We stand up and try to see. If we could only see the animals we should be able to endure it better. Müller has a pair of binoculars. We see a dark group, bearers with stretchers, and larger black 20 clumps moving about. Those are the wounded horses. But not all of them. Some gallop away in the distance, fall down, and then run on farther. The belly of one is ripped open, the guts trail out. He becomes tangled in them and falls, then he stands up again.
- 5 Detering raises up his gun and aims. Katczinsky hits it in the air. "Are you mad? Keep 25 it down!"

Detering trembles and throws his rifle on the ground. We sit down and hold our ears. But this appalling noise, these groans and screams pierce the air. We can bear almost anything. But now the sweat breaks out on us. We must get up and run no matter where, but where these cries can no longer be heard. And it is not men, only 30 horses.
- 6 From the dark group stretchers move off again. Then single shots crack out. The black heap convulses and then sinks down. At last! But still it is not the end. The men cannot overtake the wounded beasts which fly in their pain, their wide open mouths full of

anguish. One of the men goes down on one knee, a shot--one horse drops--another. 35
The last one props itself on its forelegs and drags itself round in a circle like a merry-go-round; squatting, it drags round in circles on its stiffened fore legs, apparently its back is broken. The soldier runs up and shoots it. Slowly, humbly, it sinks to the ground.

7 We take our hands from our ears. The cries are silenced. Only a long-drawn, dying 40
sigh still hangs on the air. Then only again the rockets, the singing of the shells and the stars.

8 Detering walks up and down cursing: "Like to know what harm they've done." He
returns to it once again. His voice is agitated, yet sounds almost dignified as he says,
"I tell you it is the vilest baseness to use horses in the war."

45

'All Quiet on the Western Front' by Erich Maria Remarque

Section C

Text 3

The article below is about glamping. Read it carefully and answer Questions 14-21 in the Question Paper Booklet.

- 1 Camping has been around for as long as man has sought shelter from the elements. From Native Americans setting up temporary homes during hunting expeditions to armies on the move, camping has been a way of lighter living in the wild. It was only in the later part of the Victorian era when camping changed from serving a pragmatic function to being a recreational activity. A British travelling tailor, Thomas Hiram Holding, stoked the leisure fires and wrote a book in 1908 called *The Camper's Handbook* to share his enthusiasm for the great outdoors - and more than 100 years later, the enthusiasm is inextinguishable. 5
- 2 When camping developed to be increasingly synonymous with leisure and enjoyment, "glamping" - glamorous camping - started to come into favour. Just a century ago, lured by what they construed to be the exotic charm of Africa, European and American travellers set sights on camping with the African bushmen amongst the savannah scrubs. However, they were unwilling to abandon the good life and all the thrills of a luxurious lifestyle. It is with their demands that the seeds of glamping were sown. A hundred years later, the glamping experience is ripe for everybody's picking. Promising one escape from the dull and dreary clockwork of everyday life and refuge from work stress and deadlines, glamping entices campers with the prospect of adventure and freedom in the great outdoors with all the comforts and conveniences of modern living - hot water baths, air-conditioning, electricity and the Internet connection - to name a few. No wonder there has been a surge in demand for glamping in recent years. 10 15 20
- 3 When one 'glamps', there is no leaky canvas tent to pitch, no musty sleeping bag to unroll and no stubborn campfire to build. Free from the hassles of camp craft or the unhappiness over the sacrifice of creature comforts, escapades in the great outdoors can be enjoyed in total and utter splendour - all the way from Colorado's Dunton Springs to Africa's Maasai Mara and India's Rajasthan, in a sprawling log cabin, luxurious tree-house or magnificent multiple room tent. In most cases, 'glampers' do not even have to fend for themselves in the wild at all. There are activity planners, cooks, maids, guides, butlers and even massage therapists on site, all eager to pamper and please the modern day camper. 25 30
- 4 "Some people have experienced camping before - for instance, as a child in a tent or at a camping site, where it's stripped and utilitarian. But now we are able to create a five-star hotel experience in a fabric shell that offers extreme human comfort mixed with exposure to the wilderness," says Boyd Ferguson of Cécile and Boyd, designers of lodges for the African luxury safari company Singita. 35
- 5 Mridula Tangirala, director of operations of Taj Safaris of India, believes that people crave memorable experiences, especially as they become increasingly time-poor. Taj Safaris (tellingly, the full name of the resort is *Taj Safaris Hotel Resorts and Palaces*) therefore fits this bill nicely. The Taj Safaris Mahua Kothi site offers the finest private luxury privileges, such as world-class spa services, bespoke yoga classes, personal butlers and cooking with a chef from market to table. There is direct access to the jungle safari of the Bandhavgarh National Park, 40

where glampers are treated to a bountiful cornucopia: uninterrupted views of dramatic waterfalls, steep rocky hills and sweeping safari grassland, and first-hand encounters with endangered tigers, leopards, deer and wild boar up-close. Now 45 this must count as one unforgettable experience.

- 6 As glampers stay in rooms of fabric walls with no glass windows or wooden doors, the glamping experience truly unites one's senses with the natural surroundings in the most immediate and intimate way. "The sounds, sights and smells of the bush are quite startling - it can make guests feel naked, as they are in total unity with Mother Nature. It's a never-felt-before sensation in a man-made setting, whether urban or rural," Ferguson says. Glamping is then one's ticket to reconnect with nature, and one leaves reawakened and rejuvenated by the experience. 50
- 7 Environmentalists who are concerned with the toll of human activity in natural environments can breathe easy. Glamping sites such as The Hobbit House in Cornwall, England, feature wood-burning showers and compost toilets as part of eco-friendly efforts to offer a green glamping experience. A refreshing change from the fast-paced urban lifestyles many are used to being led in, glampers smell the roses during pastoral strolls around the vegetable gardens surrounding their quaint 'Hobbit holes'. To contribute to the wholesome experience, farming classes are conducted for those interested in harvesting seasonal produce and scooping up free-range eggs (which cooks on-site merrily scramble). Glampers usually check out of the sites feeling better in mind and body than before they arrive. 60

(Text adapted from <http://www.scmp.com/magazines/style/article/1600307/glamping-new-trend-travel-which-merges-camping-ultimate-luxury>)



XINMIN SECONDARY SCHOOL

新民中学

SEKOLAH MENENGAH XINMIN

Mid-Year Examinations 2017

CANDIDATE'S NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE**1128/02**

Paper 2 Comprehension

26 April 2017

Secondary 4 Express and 5 Normal Academic

Duration: 1 hour 50 minutes

Setter: Ms Ten Yu Ping and Mr Chow Zhen Zao

Vetter: Mrs Amy Chan

Candidates answer on the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST**Do not open this booklet until you are told to do so.**

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

Answer all questions.

Write your answers in the spaces within this 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.

Text 1	
Text 2	
Text 3	
Total	50
Parent's Signature	

SECTION A [5 marks]

Text 1

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

- 1 In what way does the main picture support the heading **Feed People, Not Landfills**?

[1]

- 2 What is the purpose of repeating the word 'Feed' below the pictures?

[1]

- 3 Identify **two sentences** in the webpage which emphasise the problem of the lack of food.

[2]

- 4 Identify a sentence which indicates the purpose of the webpage.

[1]

SECTION B [20 marks]

Text 2

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

- 5 At the beginning of this text, the soldiers hear the cries of horses in the battle field. Explain how the language used in Paragraph 2 suggest that the horses are in extreme pain. Support your ideas with **three** details from the paragraph.

[3]

- 6 (a) In Paragraph 2, which word indicates that Katczinsky is a highly experienced soldier?

[1]

(b) Explain **three** actions which show that Katczinsky is more experienced than Detering. Refer to Paragraphs 2,3 and 5.

(i) Paragraph 2:

(ii) Paragraph 3:

(iii) Paragraph 5:

[3]

- 7 In Paragraph 4, why does the writer use the word 'punctuated' to refer to the flames?

[1]

- 8 (a) In Paragraph 4, what do the following phrases refer to?

(i) dark group

(ii) larger black clumps.

[1]

(b) Suggest why the writer has described them in this way.

[1]

- 9 In Paragraph 6, identify an expression that indicates the writer feels relieved.

[1]

- 10 (a) In Paragraph 6, why could 'the men not overtake the wounded beasts'?

[1]

- 10 (b) In Paragraph 6 what does the word 'convulses' suggest about what the horse is going through?

[1]

- 11 In Paragraph 6, why is it ironic that the wounded horse 'drags itself round in a circle like a merry-go-round'?

[2]

- 12 In Paragraph 8, why does Detering say that 'it is the vilest baseness to use horses in the war'?

[1]

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

Main focus

calm before the storm	heavy bombardment	no respite
prolonged suffering	disorientation amidst the disorder	a slow end to the suffering
	confusion worsens	

Flow chart

Paragraphs 1 and 2 : (i)



Paragraphs 3 and 4 : (ii)



Paragraph 5 : (iii)



Paragraphs 6 and 7 : (iv)



Paragraph 8 : (v) angry condemnation

[4]

Section C [25 marks]

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

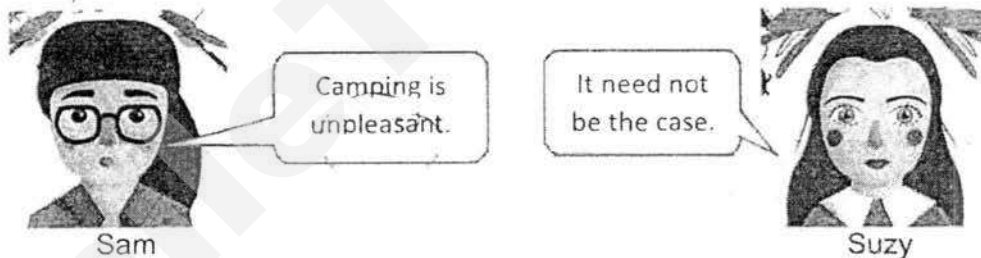
- 14 From Paragraph 1, explain what "the enthusiasm is inextinguishable" suggests about the writer's view of camping.

[1]

- 15 Identify a reason from Paragraph 2 which explains why people specifically turn to glamping, and not other leisurely activities.

[1]

- 16 Here is part of a conversation between two teenagers, Sam and Suzy, who have read the article.



- (i) Identify **two** activities from Paragraph 3 that Sam can use to support his argument.

[1]

- (ii) How would Suzy justify her position with reference to lines 27-30?

[2]

- 17 In Paragraph 4, camping and glamping are mentioned. How do they differ?
Answer in your own words.

Camping	
Glamping	

[2]

- 18 From Paragraph 4: '...a five-star hotel experience in a *fabric shell* that offers extreme human comfort...'

What does the italicised term refer to?

[1]

- 19 Which word in Paragraph 6 tells potential glampers that the glamping experience will be a unique one?

[1]

- 20 From Paragraph 7, identify a leisure activity that glampers can engage in at their own pace.

[1]

Use only information from Paragraphs 5-7.

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

Many people are attracted to the glamping experience because

No. of words

[15]

Section C [25 marks]

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

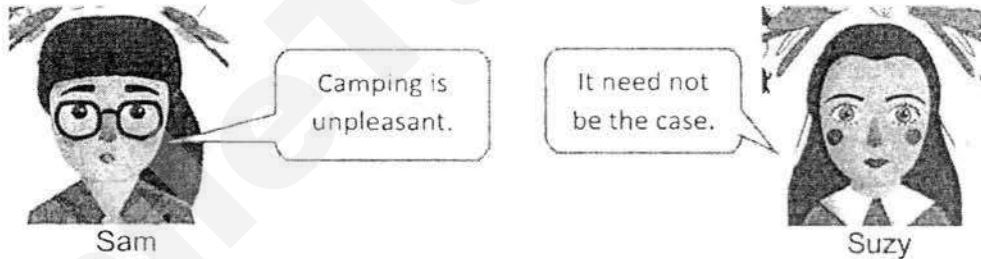
- 14 From Paragraph 1, explain what "the enthusiasm is inextinguishable" suggests about the writer's view of camping.

.....
[1]

- 15 Identify a reason from Paragraph 2 which explains why people specifically turn to glamping, and not other leisurely activities.

.....
[1]

- 16 Here is part of a conversation between two teenagers, Sam and Suzy, who have read the article.



- (i) Identify **two** activities from Paragraph 3 that Sam can use to support his argument.

.....
[1]

- (ii) How would Suzy justify her position with reference to lines 27-30?

.....

[2]

- 17 In Paragraph 4, camping and glamping are mentioned. How do they differ?
Answer in your own words.

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What does the italicised term refer to?

.....[1]

- 19 Which word in Paragraph 6 tells potential glampers that the glamping experience will be a unique one?

.....[1]

- 20 From Paragraph 7, identify a leisure activity that glampers can engage in at their own pace.

.....[1]

- No. of words

No. of words

[15]

ANSWER KEY
Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the film *Titanic*. The first and last times 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) the library at noon.

at

My mother always wears sensible clothes.

.....

James Cameron's inspiration for the film *Titanic* was predicated ~~on his~~

fascinations with shipwrecks; he wanted to convey the emotional message of

1 ~~fascination~~ (singular)

the tragedy and felt that a love story intersperse with the human loss would

2 interspersed (T)

be essential to achieving this. Produce on the film began in 1995, when

3 Production (Wf)

Cameron shot footage of the actual *Titanic* wreck. The ~~modern~~ scenes was

4 were (SVA)

shot on board the *Akademik Mstislav Keldysh*, which Cameron had used as

5 ✓

a base whom he filmed the wreck. A reconstruction of the *Titanic* built in

6 where (wh-words)

California, scale models and computer-generated images were used to

7 ✓

recreate the sinking. The film ~~was~~ partially funded with Paramount Pictures

8 by (prep)

and 20th Century Fox; and, at the time, was the more expensive film ever

9 most (comparative)

made, with a estimated budget of \$200 million. Upon its release on

10 an (article)

December 19, 1997, the film achieved critical and commercial success.

Xinmin Secondary School

4E5N Mid-Year Examination 2017

ANSWERS

- 1 In what way does the main picture support the heading **Feed People, Not Landfills?**

(Description) As there is a large landfill filled with rubbish shown, it reminds the reader that food wasted could feed the hungry instead of going to waste.

[1]

- 2 Suggest what is the purpose of repeating the word 'Feed' below the pictures.

The repetition of the imperative 'Feed' creates a sense of urgency to take action to reduce wastage.

[1]

- 3 Give two ways the webpage emphasises the severity of the problem of food wastage.

By stating that about 13% of American households had difficulty providing enough food for their members although 38 million tonnes of food were thrown away (1)

That there are more than 870 million hungry people on earth who can be fed if food wastage is reduced (1)

[2]

- 4 Identify a sentence which indicates the purpose of the webpage.

Prevent wasted food and help people in your community.

[1]

SECTION B

- 5 At the beginning of this text, the soldiers hear the cries of horses in the battle field. Explain how the language used in Paragraph 2 suggest that the horses are in extreme pain. Support your ideas with **three** details from the paragraph.

Students should quote, explain the detail and link it to the effect

The line, 'the moaning of the world' indicates how the cries of the horses seems so pervasive/widespread, which emphasise the suffering the horses are in

'it is wild with anguish and terror' indicates how tormented the horses seem, emphasising the horses' agony and fear.

'it is everywhere between heaven and earth, shows how the cries of the horses seems inescapable emphasising how widespread their torment is

'it rolls on immeasurably' emphasising how the horses' screams seem endless, highlighting their great suffering

Not accepted: 'The screaming of the beasts becomes louder which is a factual statement. [3]

- 6 (a) In paragraph 2, which word indicates that Katczinsky is a highly experienced soldier?

The word is 'veteran'.

[1]

(b) Explain **three** actions which show that Katczinsky is more experienced than Detering. Refer to paragraphs 2, 3 and 5.

(i) Paragraph 2:

Katczinsky is smoking a pipe calmly while Detering stands up in alarm when they first hear the cries.

(ii) Paragraph 3:

Detering is yelling that the horses should be shot to put them out of their agony while Katczinsky explains quietly that the casualties must be taken care of first.

(iii) Paragraph 5:

Detering would have shot one of the horses if Katczinsky had not stopped him.

[3]

- 7 In paragraph 4, what does the word 'punctuated' suggest about the flame?

This indicates that the flames appear intermittently/ in short intervals/ bursts.

[1]

- 8 (a) In paragraph 4, what do the following phrases refer to?

(i) dark group: bearers with stretchers/ men attending to casualties

(ii) larger black clumps: stationary wounded horses

[1]

- (b) Why does the writer describe them in this way?

To highlight the limited visibility in the battlefield/to emphasise how difficult it is to see the men and horses that they appear as clumps or groups.

[1]

- 9 In Paragraph 6, identify an expression that indicates the writer feels relieved.

'At last!'

[1]

- 10 (a) In Paragraph 6, why could 'the men not overtake the wounded beasts'?

The horses were running too fast in their terror and pain for the men to keep pace with.

[1]

- (b) In Paragraph 6 what does the word 'convulses' suggest about what the horse is going through?

The horse trembles or shakes before sinking down and dying.

[1]

- 11 In Paragraph 6, why is it ironic that the wounded horse ... 'drags itself round in a circle like a merry-go-round'?

It is ironic as the movement of the wounded horse recalls the gaiety or joy of a wooden horse in a merry-go-round (in an amusement park) (1)/but it is in great suffering as its back is broken. (1)

[2]

NOTE: A full description of the irony must include a reference to the description of a horse in a merry-go-round and the pain the horse is going through.

- 12 In Paragraph 8, why does Detering say that 'it is the vilest baseness to use horses in the war'?

Detering is deeply upset that horses are suffering although they did not do anything to deserve such treatment.

[1]

NOTE: Focus on how angry Detering is at the unnecessary pain the horses are undergoing.

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

calm before the storm	heavy bombardment	no respite
prolonged suffering	disorientation amidst the disorder	a slow end to the suffering
	confusion worsens	

Paragraphs 1 and 2

(i) disorientation amidst the disorder



Paragraphs 3 and 4

(ii) prolonged suffering



Paragraph 5

(iii) no respite

Paragraphs 6 and 7

(iv) a slow end to the suffering

Paragraph 8

(v) angry condemnation

[4]

Section C

- 14 From Paragraph 1, explain what "the enthusiasm is inextinguishable" (line 8) suggests about the writer's view of camping.

("inextinguishable enthusiasm" to camping → the interest in camping will never die down.) ∴

He sees that camping will continue to be a popular activity.

[1]

- 15 Identify a reason from Paragraph 2 which explains why people specifically turn to glamping, and not other leisurely activities.

Glamping offers adventure and freedom in the great outdoors with all the comforts and conveniences of modern living.

[1]

("escape from the dull and dreary clockwork of everyday life and refuge from work and stress" is not accepted as it is not a specific feature limited only to glamping.)

- 16 Here is part of a conversation between two teenagers, Sam and Suzy, who have read the article.

	Camping is unpleasant.	It need not be the case.	
Sam			Suzy

- (i) Identify **two** activities from Paragraph 3 that Sam can use to support his argument.

1. The pitching of leaky canvas tents
2. The untolling of musty sleeping bags
3. The building of stubborn campfires

(Any 2 of the 3 above. Excess not accepted)

(Verb is necessary since it is the performing of an activity)

('Sacrifice creature comforts / fend for themselves' are not activities)

[1]

- (ii) How would Suzy justify her position with reference to lines 27 – 30?

"Campers do not have to fend for themselves" (1)

"there are activity planners, cooks et. eager to pamper and please the modern day camper." (1)

[2]

- 17 In Paragraph 4, both camping and glamping are mentioned. How do camping and glamping differ? **Answer in your own words.** [2]

Camping	<p>From text: "stripped and utilitarian"</p> <p>stripped → bare utilitarian → minimal in function</p> <p>Camp sites are bare and minimal in function.</p>
Glamping	<p>"a five-star hotel experience... offers extreme human comfort mixed with exposure to the wilderness (cancelled part is irrelevant)."</p> <p>five-star hotel experience → a lavish experience offers extreme human comfort → exceptionally luxurious</p> <p>Camps can be an exceptionally luxurious and lavish experience.</p>

[2]

- 18 From Paragraph 4, what does 'a fabric shell' refer to?

The glamping tent.

[1]

- 19 Which word in Paragraph 6 tells potential glampers that the glamping experience will be a unique one?

'never-felt-before'

[1]

- 20 From Paragraph 7, identify a leisure activity that glampers can engage in at their own pace.

Take pastoral strolls.

[1]

- 21 Using your own words as far as possible, summarise the reasons why people choose to glamp and the positive experience gained through glamping.

Use only information from Paragraphs 5 – 7.

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

Many people are attracted to the glamping experience because

	From passage	Paraphrased
1	(people) <u>crave</u> memorable experiences,...	they greatly desire / hanker after unforgettable experiences.
2	...especially as they become <u>increasingly time-poor</u> .	particularly when time is limited / they are busy.
3	... the finest <u>private luxury privileges</u> , such as world-class spa services, bespoke yoga classes, personal butlers and cooking with a chef from market to table.	Glampers <u>indulge</u> in the <u>most</u> luxurious comforts with <u>specially</u> tailored services.
4	... treated to a <u>bountiful cornucopia</u> : uninterrupted views of dramatic waterfalls, steep rocky hills and sweeping safari grassland, and first-hand encounters with endangered tigers, leopards, deer and wild boar up close.	For glampers, glamping is a gateway to an abundant spread of breath-taking landscapes and close sightings of wild fauna.
5a	... to <u>reconnect with Nature</u> .	Some glampers immerse themselves completely in nature
5b	... in total <u>unity</u> with Mother Nature.	
6	... a <u>never-felt-before sensation</u> for a totally unique sensory experience...
7	one leaves <u>reawakened</u> and <u>rejuvenated</u> by the experience...	... which leaves them invigorated.
8	A <u>refreshing change</u> from the <u>fast-paced urban lifestyles many are being led in</u> ...	Glamping is a welcome change to many harried urbanites...

9	... glampers <u>smell the roses</u> during <u>pastoral strolls</u> as they slow down for leisure activities...
10	... usually <u>check out of the site</u> feeling <u>better in mind and body</u> than before they arrive.	... and leave the camp happier and healthier.

Suggested answer

Many people are attracted to the glamping experience because they hunger after unforgettable experiences, particularly when time is limited. Glampers indulge in the most luxurious comforts with specially tailored services. For glampers, glamping is a gateway to an abundant spread of breath-taking landscapes and close sightings of wild fauna. Some glampers immerse themselves completely in nature for a totally unique sensory experience which leaves them invigorated. Glamping is a welcome change to many harried urbanites as they slow down for leisure activities and leave the camp happier and healthier.

(80 words)