Name	Class	Index Number

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

ENGLISH LANGUAGE **1128/01**
PAPER 1

Total Mark: 70 **29 Apr 2016 / Friday**

INSERT

Setter: Mrs Lee Hui Min **1 hour 50 minutes**

Instructions to candidates:

1. This insert contains **Section A.**
2. Write your answers in the spaces provided.
3. Hand in this section **separately** from **Section B** and **Section C.**

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

[Turn over]

Section A [10 marks]

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

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

Examples:

I arrived (to) my destination at 2 pm. ____at____

My mother always wears sensible clothes. ____√____

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

Name	Class	Index Number

ANG MO KIO SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
SECONDARY TWO EXPRESS

ENGLISH LANGUAGE PAPER 1 **1128/01**

29 Apr 2016 / Friday

Total Mark: 70 **1 hour 50 minutes**

Setter: Mrs Lee Hui Min

Instructions to candidates :

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

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

[Turn over]

Section B [30 marks]

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

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

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

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

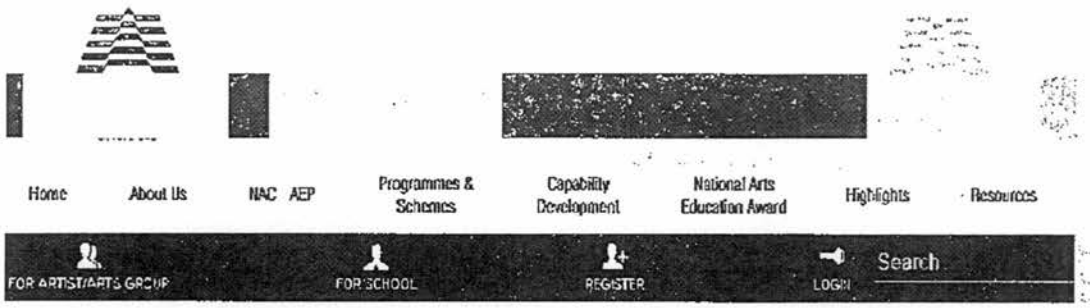
Write a proposal to your Principal to:

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

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

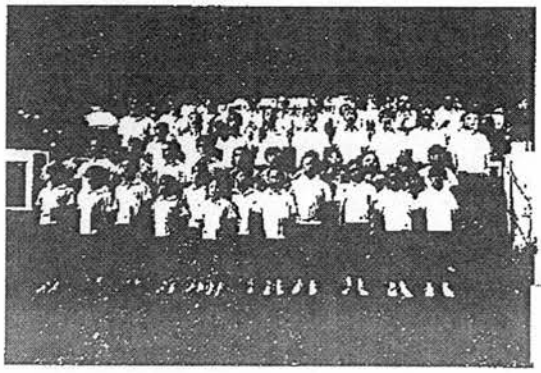
You may add any other details that might be of interest.

You should use your own words as much as possible.



Artist-in-School Scheme

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



Song Singing Workshop

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

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1. Write about a time when you had an unexpected visitor who made your day.

2. Write a story to illustrate that there are some things in life that we cannot recover once lost.

3. Write a story about how someone learnt a valuable lesson the hard way.

4. Write a story about an overdue apology made that enabled two friends to reconcile.

Name	Class	Index Number

ANG MO KIO SECONDARY SCHOOL

MID-YEAR EXAMINATION 2016

SECONDARY TWO EXPRESS

INSERT

ENGLISH LANGUAGE **1128/2**

PAPER 2

Total Mark: 50 **3 May 2016 / Tuesday**

Setter: Miss Tan Chui Ling **1 hour 50 minutes**

Instructions to Candidates :

1. The Insert contains the texts for all the sections.

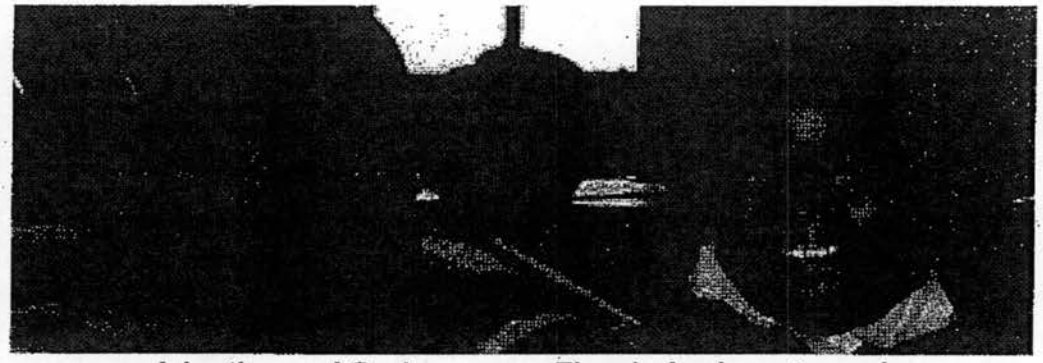
2. Submit the Insert at the end of the examination.

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

[Turn over]

Text 1

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



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

There are approximately **143,000,000** orphans in the world.
There are only 2 options to care for them.

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

Text 2

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

1 The garden was another place that was supposed to be wonderful. There were going to be benches and a table and a swing. There were going to be goalposts on one of the walls by the house. There was going to be a pond with fish and frogs in it. But there was none of that. There were just nettles and thistles and weeds and half-bricks and lumps of stone. I glared at this dump and kicked the heads off a million dandelions.

2 After a while, Mum shouted to ask if I were coming in for lunch and I said, 'No, I am staying out in the garden.' She brought me a sandwich and a can of coke. 'Sorry it's so rotten and we're all in such rotten moods,' she said. She touched my arm. 'You understand, though. Don't you, Michael? Don't you?' I shrugged. 'Yes,' I said. She touched me again and sighed, 'It'll be great again when everything's sorted out.'

3 I ate the sandwich and finished the coke, waited a minute, then went down to the garage again. The timbers holding the roof were rotten and it was sagging in. There was mortar that had fallen from the walls. The place stank of rot and dust. Even the bricks were crumbling like they could not bear the weight anymore.

4 It was like the whole thing was sick of itself and would collapse in a heap and have to get bulldozed away. I heard something scratching in one of the corners and something scuttling about; then it all stopped and it was dead quiet in there.

5 I did not have time to dare myself or to stand there listening to the scratching. I switched the torchlight on, took a deep breath, and tiptoed straight inside. Something little and black scuttled across the floor. The door creaked and cracked for a moment before it was still.

6 I tiptoed further in and felt spiderwebs breaking on my brow. Everything was packed in tight – ancient furniture, kitchen units, rolled-up carpets, pipes and crates and planks. I kept ducking down under the hoses and ropes and duffel bags that hung from the roof. There was dust clogging my throat and nose. The floor was broken and crumbly. I opened a cupboard an inch, shined the flashlight in, and saw a million wood lice scattering away.

7 There were ancient newspapers and magazines. I peered closer and saw that it came from nearly fifty years ago. They'd be yelling for me soon and I'd better get out. I leaned across a heap of tea chests and shined the flashlight into the space behind and that's when I saw him.

8 I thought he was dead. He was sitting with his legs stretched out and his

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

Text 3

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

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

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

Name	Class	Index Number

ANG MO KIO SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
SECONDARY TWO EXPRESS

ENGLISH LANGUAGE **1128/2**
PAPER 2

Total Mark: 50 **3 May 2016 / Tuesday**

Setter: Miss Tan Chui Ling **1 hour 50 minutes**

Instructions to Candidates :

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

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

[Turn over]

Section A [5 marks]

Text 1

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

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

.....

.....

..... [1]

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

.....

.....

..... [1]

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

.....

.....

.....

..... [2]

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

.....

.....

..... [1]

Section B [20 marks]

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

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

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

.....

..... [1]

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

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

A violent action ..... [1]

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

.....

.....[1]

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

.....

..... [2]

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

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

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

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

..... [1]

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

.....

..... [1]

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

.....

.....[1]

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

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

..... [1]

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

Support your idea with three details from paragraph 6.

.....

.....

.....

.....

..... [3]

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

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

.....

.....

..... [2]

14 The structure of the text reflects the main feelings of Michael as he decides to enter the garage and explore it. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

Michael's feelings

trepidation	shock	sulky	boredom	curiosity	fear

Flow chart

Paragraphs 3 – 5: (i) .....

↓

Paragraphs 6 – 7: (ii) .....

↓

Paragraph 8: (iii) .....

↓

Paragraph 9: (iv) .....

[4]

Section C [25 marks]

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

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

..... [1]

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

Previous	
Now	

[2]

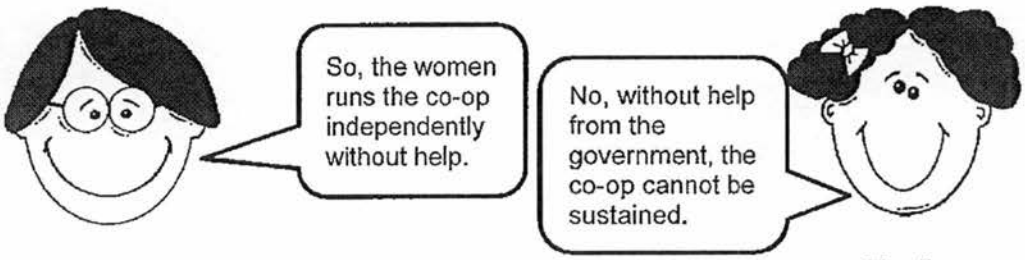
(ii) What attract Europeans to the town of Essaouira other than the luxurious townhouses? **Answer in your own words.**

.....

.....

..... [1]

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



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

.....

.....

..... [2]

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

.....

.....

..... [1]

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

.....

.....

..... [2]

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

.....

.....

..... [1]

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

Use only information from paragraphs 4 to 6.

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

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

.....

.....

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.....

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.....

.....

.....

.....No of words: [15]

Answers

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

Secondary 2E Situational Writing (MYE 2016)

Marker's Report

General Comments:

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

Task Fulfilment:

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

Language:

- Several of the students were still relatively unfamiliar/uncomfortable with the formal way of writing. Hence, there would be slips in their tone within the report.

- Quite a number of students used words like "trending" repeatedly within their report. Students should be more discerning in their choice of words. Students should also take note of their choice of words as it will affect the tone of the report.

- Some of the students also had problems with their sentence structures. Some of the more common mistakes are they tend to drop their determiners when referring to a subject within a sentence.

Name	Class	Index Number

ANG MO KIO SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
SECONDARY TWO EXPRESS

ENGLISH LANGUAGE **1128/2**
PAPER 2

Total Mark: 50 **3 May 2016 / Tuesday**

Setter: Miss Tan Chui Ling **1 hour 50 minutes**

Instructions to Candidates :

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

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

[Turn over]

Section A [5 marks]

Text 1

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

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

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

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

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

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

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

[2]

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

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

Any one of the above.

Section B [20 marks]

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

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

What was Michael's opinion of the garden?

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

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

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

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

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

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

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

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

Any 2 of the above.

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

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

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

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

'sick of itself' [1]

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

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

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

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

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

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

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

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

Support your idea with three details from paragraph 6.

'Spiderwebs breaking on my brow' – there were cobwebs hanging down, blocking the way.
'There was dust clogging my throat and nose.' - The place was dusty and had not been cleaned.
'saw a million wood lice scattering away' – the garage was infested with insects.

[3]

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

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

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

[2]

13 The structure of the text reflects the main feelings of Michael as he decides to enter the garage and explore it. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

Michael's feelings

trepidation	shock	sulky	boredom	curiosity	fear	anger

Flow chart

paragraphs 3 – 5: (i) **trepidation**

↓

paragraphs 6 – 7: (ii) **curiosity**

↓

paragraphs 8: (iii) **shock**

↓

paragraphs 9: (iv) **fear**

Section C [25 marks]

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

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

'arid moonscape' [1]

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

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

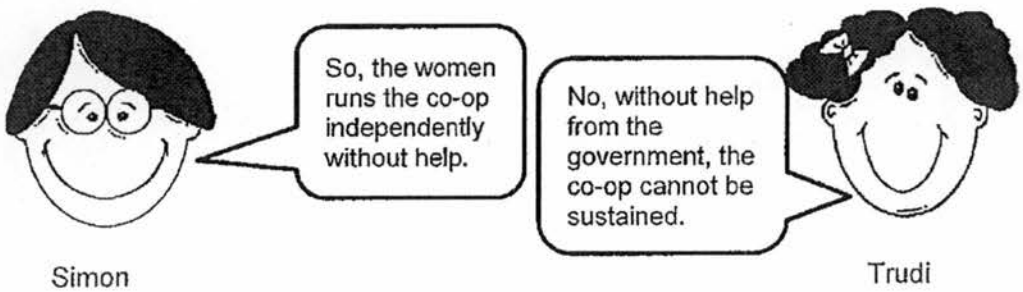
[2]

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

The town has a colourful cultural atmosphere. [1]

Taboo: vibrant, life

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



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

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

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

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

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

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

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

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

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

Use only information from paragraphs 4 to 6.

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

After the nuts are harvested, those meant for consumption will

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

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

.....No of words: [15]

Name: ..... ( ) Class: .....

ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE (1128/01)
INSERT

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LEVEL:	Secondary 2 Express	**DATE:**	4 May 2016
CLASS(ES):	Sec 2/1 and 2/2	**DURATION:**	1 Hour and 50 Min

Additional Materials provided: NIL

INSTRUCTIONS TO CANDIDATES
Do not open this booklet until you are told to do so.

Write your name, index number and class at the top of this page.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue, or correction fluid and tape.

This insert contains **Section A**.
Write your answers in the spaces provided.
Fasten the completed **Section A** insert to the top of your writing papers.

For Examiner's use:	
Section A	/ 10
Section B	/ 30
Section C	/ 30
Total	/ 70

Section A [10 marks]

Carefully read the text below, consisting of 14 lines about rhino poaching. The first two and the last two lines of the paragraph 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. .....at.....

My mother always wears sensible clothes. .....√.....

Rhino poaching has escalated in recent years and is being
driven by the demand for rhino horn in Asian countries,
particular Vietnam. It is used in Traditional Chinese Medicine but 1 .....
more and more commonly now, it is use as a status symbol to 2 .....
display someone's success and wealth. As South Africa is home 3 .....
to the majority of rhinos in the world, it are being heavily targeted 4 .....
by poachers. However, poaching is now a threat on all rhino 5 .....
countries and field programmes are having to investment heavily 6 .....
in anti-poaching activities. The scarce of rhinos today and the 7 .....
corresponding intermittent availability of rhino horn only drives 8 .....
the price high, and intensifies the pressure on the declining rhino 9 .....
populations. For people who annual income is often far below 10 .....
the subsistence level, the opportunity to change one's life by
killing an animal that they do not value is overwhelming.

Poaching for Rhino Horn adapted from
https://www.savetherhino.org/rhino_info/threats_to_rhino/poaching_for_rhino_horn

----------End of Paper----------

Name: ..... ( ) Class: .....

ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE (1128/01)

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LEVEL:	Secondary 2 Express	**DATE:**	4 May 2016
CLASS(ES):	Sec 2/1 and 2/2	**DURATION:**	1 Hour and 50 Min

Additional materials provided: A 2-page Insert
4 sheets of writing paper

INSTRUCTIONS TO CANDIDATES
Do not open this booklet until you are told to do so.

Write your name, index number and class at the top of this page.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid or 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 itself.

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

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

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

This Question Paper consists of 4 printed pages including this page.

[Turn over]

Section B [30 marks]

You are advised to write between 250 and 300 words for this section.

Look at the poster about the Share-A-Book scheme on page 3, study the information carefully and plan your answer before beginning to write.

The Share-A-Textbook is a community project that began in 1983.

The objectives of the Share-A-Textbook are to:

- Relieve the financial burden of families by providing free pre-loved textbooks for lower and middle income families.
- Promote a greener Singapore through recycling of used textbooks.
- Encourage the value of thrift.

You are passionate about being an advocate for the Share-A-Book and want to have your school participate in the scheme.

Using the relevant information in the poster, write a speech to be given at an assembly talk outlining **at least four reasons** why you would like your schoolmates to contribute their textbooks as part of the Share-A-Book scheme.

You must give your schoolmates the relevant details of the scheme and convince them about the benefits of the scheme and how it would help other students.

Write your speech in **clear accurate English** and use a **persuasive tone** to convince your schoolmates to donate their books in November.

You should use your own words as much as possible.

Share-A-Textbook Poster

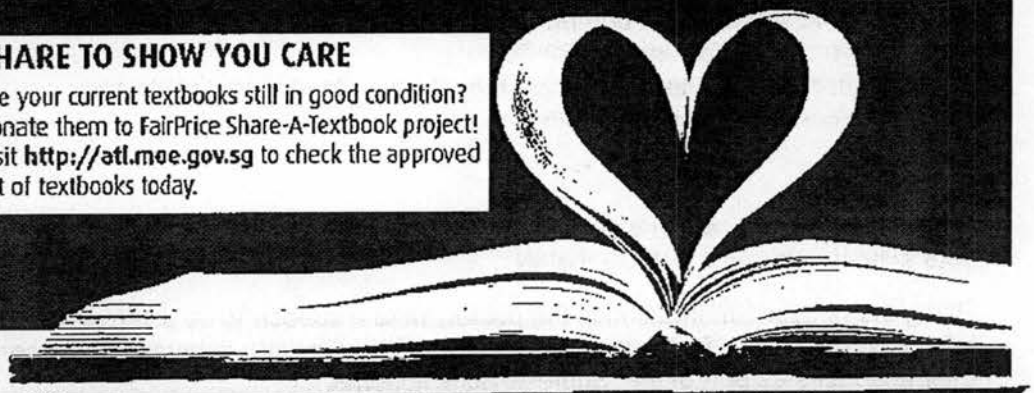
Donate Your Textbooks Now!

7–30 November 2016

FairPrice Share-A-Textbook

SHARE TO SHOW YOU CARE

Are your current textbooks still in good condition? Donate them to FairPrice Share-A-Textbook project! Visit **http://atl.moe.gov.sg** to check the approved list of textbooks today.



FairPrice Share-A-Textbook 2016 ♥

Benefits of donating your books to Share-A-Textbook:

Since the books have already been purchased, your gift of books won't cost you anything. However, your generosity can have a positive impact on the person that receives your books.

Without your gift, money will have to be allocated to buying new textbooks. When people donate used books, the recipient can use the money for other purposes.

Do your part, don't let old books clutter up your home.

FOR ENQUIRIES:
Hotline: 6424 7505
Website: www.fairprice.com.sg
Email: fptextbook@fairprice.com.sg

SPREAD THE WORD!
Go to our Facebook or Twitter for more information.

DONATION POINTS:

All FairPrice stores (including FairPrice Finest supermarkets and FairPrice Xtra hypermarkets).

Students! Get your friends together.

Start your own collection in school and call our hotline we will arrange collection of your books from your school.

Details on distribution of textbooks will be announced at a later date.

A COMMUNITY PROJECT UNDER THE NTUC BACK TO SCHOOL PROGRAMME

A COMMUNITY PROJECT BY FairPrice

POWERED BY ntuc

Section C [30 marks]

Begin your answer on a fresh sheet.

You are advised to write between 300 and 350 words on one of the following topics.

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

1. Qualities of an ideal leader.
2. 'Actions speak louder than words.' Do you agree with this statement?
3. Write about some of the bad habits that Singaporeans have in general.
4. Friends.

---------- End of Paper ----------

Name: ..... ( ) Class: .....

ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016

SECONDARY 2 EXPRESS
ENGLISH LANGUAGE (1128/02)

INSERT

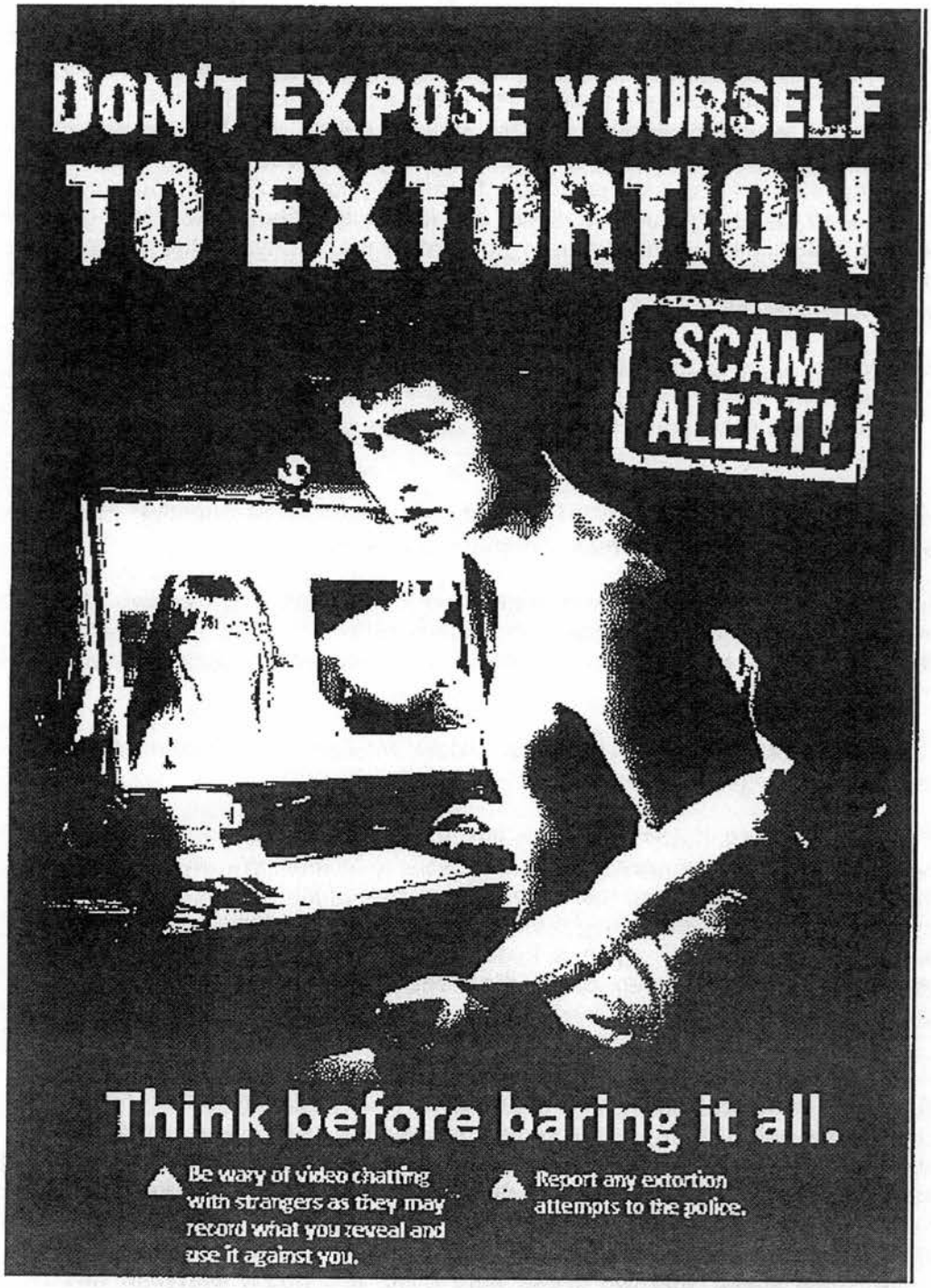
This Insert consists of 6 printed pages including this page.

[Turn over]

Section A

Text 1

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



Section B

Text 2

The text below is about the second human attack on Animal Farm. Read it carefully and answer Questions 5 – 17 in the Answer Booklet.

1 There were fifteen men, with half a dozen guns between them, and they opened fire as soon as they got within fifty yards of the farm. The animals could not face the terrible explosions and the stinging pellets, and in spite of the efforts of Napoleon and Boxer to rally them, they were soon driven back. A number of them were already wounded. They took refuge in the farm buildings and peeped cautiously out from chinks and knot-holes. The whole of the big pasture, including the windmill, was in the hands of the enemy. For the moment even Napoleon seemed at a loss. He paced up and down without a word, his tail rigid and twitching.

2 Meanwhile Frederick and his men had halted about the windmill. The animals watched them, and a murmur of dismay went round. Two of the men had ced a crowbar and a sledge hammer. They were going to knock the ill down.

3 'Impossible!' cried Napoleon. 'We have built the walls far too thick for that. They could not knock it down in a week. Courage, comrades!'

4 But Benjamin was watching the movements of the men intently. The two with the hammer and the crowbar were drilling a hole near the base of the windmill. Slowly, and with an air almost of amusement, Benjamin nodded his long muzzle.

5 'I thought so,' he said. 'Do you not see what they are doing? In another moment they are going to pack explosives into that hole.'

6 The animals waited. It was impossible now to venture out of the shelter of the buildings. After a few minutes the men were seen to be running in all directions. Then there was a deafening roar. The pigeons swirled into the air, and all the animals, except Napoleon, flung themselves flat on their bellies and hid their faces. When they got up again, a huge cloud of black smoke was hanging where the windmill had been. Slowly the breeze drifted it away. The windmill had ceased to exist!

7 At this sight the animals' courage returned to them. The fear and despair they had felt a moment earlier were drowned in their rage against this vile, contemptible act. A mighty cry for vengeance went up, and without waiting for further orders they charged forth in a body and made straight for the enemy. This time they did not heed the cruel pellets that swept over them like hail. It was a savage, bitter battle. The men fired again and again, and when the animals got to close quarters, lashed out with their sticks and their heavy boots. A cow, three sheep, and two geese were killed, and nearly everyone was wounded. Even Napoleon, who was directing operations from the rear, had the tip of his tail chipped by a pellet. But the men did not go unscathed either. Three of them had their heads broken by blows from Boxer's hoofs; another was

gored in the belly by a cow's horn; another had his trousers nearly torn off by Jessie and Bluebell. And when the nine dogs of Napoleon's own bodyguard, whom he had instructed to make a detour under cover of the hedge, suddenly appeared on the men's flank, baying ferociously, panic overtook them. They saw that they were in danger of being surrounded. Frederick shouted to his men to get out while the going was good, and the next moment the cowardly enemy was running for dear life. The animals chased them right down to the bottom of the field, and got in some last kicks at them as they forced their way through the thorn hedge. They had won, but they were weary and bleeding. Slowly they began to limp back towards the farm. The sight of their dead comrades stretched upon the grass moved some of them to tears. And for a little while they halted in solemn sorrowful silence at the place where the windmill had once stood. Yes, it was gone; almost the last trace of their labour was gone! Even the foundations were partially destroyed. And in rebuilding it they could not this time, as before, make use of the fallen stones. This time the stones had vanished too. The force of the explosion had flung them to distances of hundreds of yards. It was as though the windmill had never been.

8 As they approached the farm, Squealer who had un-accountably been absent during the fighting, came skipping towards them, whisking his tail and beaming with satisfaction. And the animals heard, from the direction of the farm buildings, the solemn booming of a gun.

9 'What is that gun firing for?' said Boxer.

10 'To celebrate our victory!' cried Squealer.

11 'What victory?' said Boxer. His knees were bleeding, he had lost a shoe and split his hoof, and a dozen pellets had lodged themselves in his hind leg.

12 'What victory, comrade? Have we not driven the enemy off our soil – the sacred soil of Animal Farm?'

13 'But they have destroyed the windmill. And we had worked on it for two years!'

14 'What matter? We will build another windmill. We will build six windmills if we feel like it. You do not appreciate, comrade, the mighty thing that we have done. The enemy was in occupation of this very ground that we stand upon. And now – thanks to the leadership of Comrade Napoleon – we have won every inch of it back again!'

15 'Then we have won back what we had before,' said Boxer.

Adapted from Animal Farm by George Orwell

Section C

Text 3

The text below is about the involvement of Indian soldiers during World War I and the treatment of India by the British. Read it carefully and answer Questions 18 – 23 in the Answer Booklet.

1 Approximately 1.3 million Indian soldiers served in World War One, and over 74,000 of them lost their lives. However, history has mostly forgotten these sacrifices, which were rewarded with broken promises of Indian independence from the British government.

2 It has been 102 years after the "guns of August" boomed across the European continent, The Great War, as it was called then, was described at the time as "the war to end all wars". The eruption of an even more destructive conflict 20 years after the end of this one meant that it is now known as the First World War. Those who fought and died in the First World War would have had little idea that there would so soon be a Second.

3 But while the war took the flower of Europe's youth to its premature grave, snuffing out the lives of a generation of talented poets, artists, cricketers and others whose genius bled into the trenches, it also involved soldiers from faraway lands that had little to do with Europe's bitter traditional hatreds.

4 The role and sacrifices of Australians, New Zealanders, Canadians and South Africans have been celebrated for some time in books and novels, and even immortalise in award-winning films like *Gallipoli*. Of the 1.3 million Indian troops who served in the conflict, however, you hear very little. As many as 74,187 Indian soldiers died during the war and a comparable number were wounded. Their stories, and their heroism, have long been omitted from popular histories of the war.

5 India contributed a number of divisions and brigades to the European, Mediterranean, Mesopotamian, North African and East African theatres of war. In Europe, Indian soldiers were among the first victims who suffered the horrors of the trenches. They were killed in droves before the war was into its second year and bore the brunt of many a German offensive.

6 It was Indian jawans (junior soldiers) who stopped the German advance at Ypres in the autumn of 1914, while the British were still recruiting and training their own forces. Hundreds were killed in a gallant but futile engagement at Neuve Chappelle. More than 1,000 of them died at Gallipoli, thanks to Churchill's folly. Nearly 700,000 Indian sepoys (infantry privates) fought in Mesopotamia against the Ottoman Empire, Germany's ally, many of them Indian Muslims taking up arms against their Muslim brothers in defence of the British Empire.

7 The most painful experiences were those of soldiers fighting in the trenches of Europe. Letters sent by Indian soldiers in France and Belgium to their family members in their villages back home speak an evocative language of cultural dislocation and tragedy. "The shells are pouring like rain in the monsoon,"

declared one. "The corpses cover the country, like sheaves of harvested wheat," wrote another.

8 These men, undoubtedly heroes – were hurled into battle in unfamiliar lands, in harsh and cold climatic conditions they were neither used to nor prepared for, fighting an enemy of whom they had no knowledge, risking their lives every day for little more than pride. Yet they were destined to remain largely unknown once the war was over: neglected by the British, for whom they fought, and ignored by their own country, from which they came.

9 Part of the reason is that they were not fighting for their own country. None of the soldiers was a conscript – soldiering was their profession. They served the very British Empire that was oppressing their own people back home.

10 The British raised men and money from India, as well as large supplies of food, cash and ammunition, collected by British taxation of Indians. In return, the British had insincerely promised to deliver progressive self-rule to India at the end of the war. Perhaps, had they kept that pledge, the sacrifices of India's First World War soldiers might have been seen in their homeland as a contribution to India's freedom. But the British broke their word.

11 India was wracked by high taxation to support the war and the high inflation accompanying it, while the disruption of trade caused by the conflict led to widespread economic losses. When the war ended in triumph for Britain, India was denied its promised reward. Instead of self-government, the British imposed more repressive laws, which gave the government extraordinary powers to quell "sedition" against the Empire by silencing and censoring the press, detaining political activists without trial, and arresting without a warrant any individuals suspected of treason against the Empire. Public protests against this draconian legislation were quelled ruthlessly. The worst incident was the Jallianwallah Bagh massacre of April 1919, when Brigadier-General Reginald Dyer ordered his troops to fire without warning on 15,000 unarmed and non-violent men, women and children demonstrating peacefully in an enclosed garden in Amritsar, killing as many as 1,499 and wounding up to 1,137.

Adapted from: http://www.bbc.com/news/magazine-33317368

---------- End of Insert ----------

Name: ..... ( ) Class: .....

ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE (1128/02)

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LEVEL:	Secondary 2 Express	**DATE:**	4 May 2016
CLASS(ES):	Secondary 2/1 and 2/2	**DURATION:**	1 Hour and 50 Min

Additional Materials provided: A 6-Page Insert

INSTRUCTIONS TO CANDIDATES
Do not open this booklet until you are told to do so.

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

Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid and tape.

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

The Insert and the Answer Booklet will be collected separately.

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

For Examiner's use:	
Section A	/ 5
Section B	/ 20
Section C	/ 25
Total	/ **50**

This Answer Booklet consists of 9 printed pages including this page.

Section A [5 marks]

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

1 What feature or item on the poster **best** suggests that the poster is mainly targeted at one gender?

.....

[1]

.....

2 Identify a phrase from the poster that suggests nudity is involved in this crime.

.....

..... [1]

3 What do you think is the purpose of the phrase 'Scam Alert' in the poster?

.....

..... [1]

4 What does the poster want the reader to do?

.....

.....

.....

..... [2]

Section B [20 marks]

Refer to Text 2 from pages 3 to 4 of the Insert for Questions 5 – 17.

5 'they were soon driven back' (line 4).

What did the writer mean and what was he referring to? Answer in your own words.

.....

..... [1]

6 'murmur of *dismay* went around' (line 11).

What does this phrase tell you about how the animals felt paying close attention to the word in italics?

.....

..... [1]

7 'Slowly, and with an air almost of amusement, Benjamin nodded his long muzzle.' (lines 18 – 19)

Why was Benjamin 'amused'?

.....

..... [1]

8 Why was it impossible for the animals to 'venture out of the shelter of the buildings' (lines 22 – 23)?

.....

..... [1]

9 In Paragraph 7, the writer describes the feelings of the animals, 'The fear and despair they had felt a moment earlier were drowned in their rage against this vile, contemptible act.' (lines 29 – 31) Explain:

(i) What the writer meant when he used the word 'drowned'?

.....

..... [1]

(ii) What was the 'vile, contemptible act'?

..... [1]

10 In Paragraph 7, there were casualties on both the animal and human sides. List both the human and animal casualties in the boxes below:

Human casualties	Animal casualties

[2]

11 'Frederick shouted to his men to get out *while the going was good*, and the next moment the cowardly enemy was running for dear life.' (lines 44 - 46)

What does the phrase 'while the going was good' mean?

.....

.....

..... [1]

12 The writer uses the phrase 'solemn sorrowful silence' (line 51) for literary effect – name the literary device used to achieve this effect.

..... [1]

13 Towards the end of Paragraph 7, suggest why it would be difficult to rebuild the windmill.

.....

.....

..... [1]

14 'Squealer, who had un-accountably been absent during the fighting...' (lines 57 – 58).

Suggest why Squealer was absent from the fighting.

..... [1]

15 From Paragraphs 9 – 12, based on your knowledge of Squealer's character and role, why do you think Squealer considered the battle and the loss of the windmill a great victory?

.....

.....

.....

..... [2]

16 '"Then we have won back what we had before", said Boxer.' (line 73)

Explain what Boxer meant.

.....

.....

.....

..... [2]

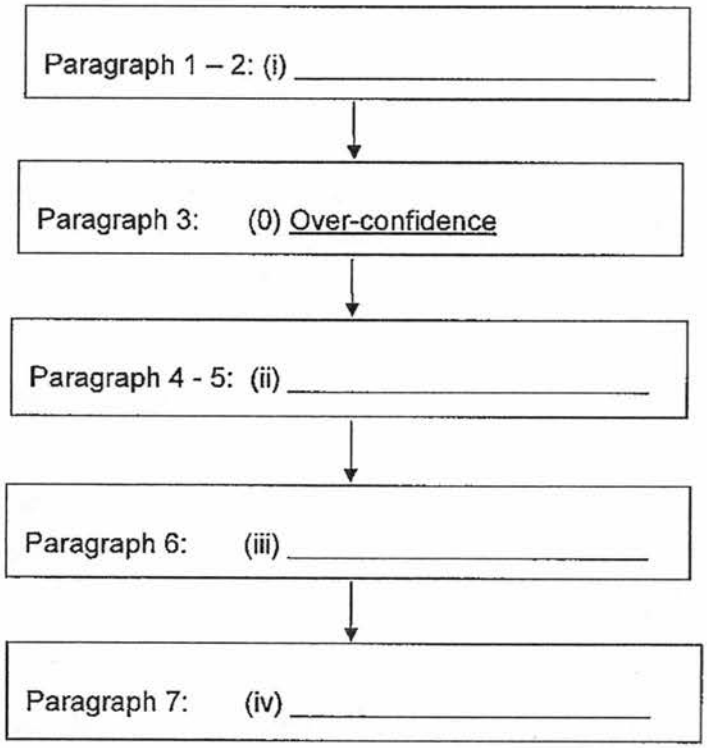
17 The flow of the text reflects the **animal's mood or thoughts** from the moment of the human attack to their 'victory' as Squealer puts it. Complete the flow chart by choosing one word from the box to summarise the **mood or thoughts** described in each part of the text listed below.

There are some extra words in the box you do not need to use and one has been done as an example for you.

Animals' mood or thoughts.

anxiety	despair	defeat	fear	hopelessness
realisation	bravery			

Flow chart:



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 18 – 23.

18 From Paragraph 1, what happened to the sacrifices made by the Indian soldiers?

.....

..... [1]

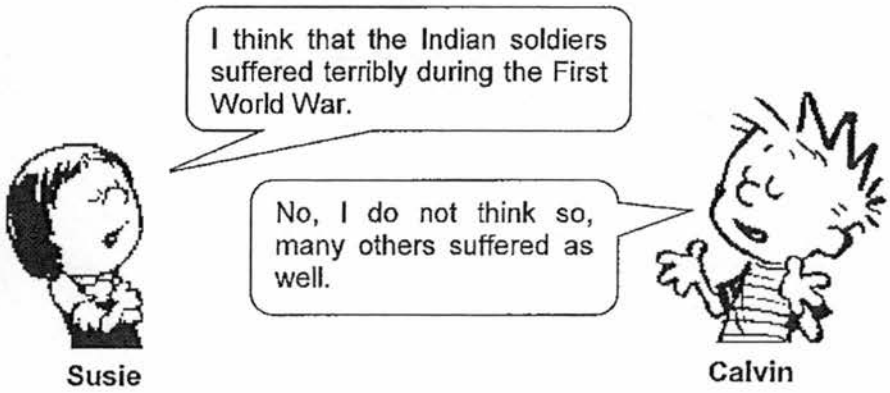
19 What was ironic about calling the First World War the 'war to end all wars' (line 7)?

.....

.....

..... [2]

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



(i) Suggest two pieces of evidence from Paragraphs 6 – 8 which Susie can use to support her stand.

.....

.....

.....

..... [2]

(ii) Explain, in your own words, how Calvin would justify his statement, with reference to Paragraphs 3 – 4.

.....

.....

..... [1]

21 Paragraph 7 contains two similes. Identify the similes and explain what it suggests or describes about the war-time conditions.

Simile	Explanation
i)	
ii)	

[2]

22 According to Paragraph 10,

i) How did the British manage to pay for the food and ammunition for the Indian soldiers?

.....

..... [1]

ii) What did the British offer in return for the item(s) in **(i)** above?

.....

..... [1]

23 Using your own words as far as possible, summarise how the Indians were unfairly or badly treated by the British.

Use only material from Paragraphs 6 to 11 of Text 3.

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

The British sent junior Indian soldiers to be sacrificed on the battlefield in order for the British to .....

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---------- End of Paper ----------

BNS

ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016
ENGLISH LANGUAGE
SECONDARY 2 EXPRESS PAPER 1 ANSWER SCHEME

Section A [10 marks]

Rhino poaching has escalated in recent years and is being driven by the demand for rhino horn in Asian countries, particular Vietnam. It is used in Traditional Chinese Medicine but more and more commonly now, it is use as a status symbol to display someone's success and wealth. As South Africa is home to the majority of rhinos in the world, it are being heavily targeted by poachers. However, poaching is now a threat on all rhino countries and field programmes are having to investment heavily in anti-poaching activities. The scarce of rhinos today and the corresponding intermittent availability of rhino horn only drives the price high and intensifies the pressure on the declining rhino populations. For people who annual income is often far below the subsistence level, the opportunity to change one's life by killing an animal that they do not value is overwhelming.

1	**particularly (word form)**
2	**used (tense)**
3	✓
4	**is (SVA)**
5	**in (preposition)**
6	**invest (word form)**
7	**scarcity (word form – noun vs adjective)**
8	✓
9	**higher (comparative)**
10	**whose (possessive)**

Poaching for Rhino Horn adapted from
https://www.savetherhino.org/rhino_info/threats_to_rhino/poaching_for_rhino_horn

---------- End of Answer Scheme ----------

ANS

ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2016
ENGLISH LANGUAGE
SECONDARY 2 EXPRESS ANSWER SCHEME

Section A [5 marks]

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

1 What feature or item on the poster **best** suggests that the poster is mainly targeted at one gender?

The picture of the <u>semi-undressed/ semi-naked male</u> best suggests that the poster is mainly targeted at one gender. [1]

2 Identify a phrase from the poster that suggests nudity is involved in this crime.

"Expose yourself" OR "Baring it all" - suggests that nudity is involved in this crime. [1]

3 What do you think is the purpose of the phrase 'Scam Alert' in the poster?

It is meant as a warning or caution that there is a ploy to cheat/trick/swindle you (of your money). [1]

4 What does the poster want the reader to do?

The poster wants the reader to be aware when chatting to strangers online (as you might be recorded) [1] AND to report any instances of extortion or blackmail to the police [1]. [2]

Section B [20 marks]

Refer to Text 2 from pages 3 to 4 of the Insert for Questions 5 – 17.

5 'they were soon driven back' (line 4).

What did the writer mean and what was he referring to? Answer in your own words.

The writer meant that the animals were forced back into the farm buildings by the armed humans. [1]

6 'murmur of *dismay* went around' (line 11).

What does this phrase tell you about how the animals felt paying close attention to the word in italics?

The animals were disappointed [1] at the turn of events. [1]

7 'Slowly, and with an air almost of amusement, Benjamin nodded his long muzzle.' (lines 18 – 19)

Why was Benjamin 'amused'?

Benjamin was amused and nodded his muzzle because he realised what the men were attempting to do. [1]

8 Why was it impossible for the animals to 'venture out of the shelter of the buildings' (lines 22 – 23)?

It was still dangerous outside with the armed men attacking them and more so with explosives being planted at the windmill. [1]

9 In Paragraph 7, the writer describes the feelings of the animals, 'The fear and despair they had felt a moment earlier were drowned in their rage against this vile, contemptible act.' (lines 29 – 31) Explain:

(i) What the writer meant when he used the word 'drowned'?

The writer meant that that the animals' feeling of fear disappeared when they became angry. [1]

(ii) What was the 'vile, contemptible act'?

The destruction of the windmill (that took them two years of hard work to build). [1]

10 In Paragraph 7, there were casualties on both the animal and human sides. List both the Human and Animal casualties in the boxes below:

Human casualties	Animal casualties
(Total of 5 men): **Three men had their heads broken, one was gored and another had his trousers torn off.**	**(Total of 5 animals)** **A cow, three sheep and two geese were killed.**

[2]

11 'Frederick shouted to his men to get out *while the going was good*, and the next moment the cowardly enemy was running for dear life.' (lines 44 - 46)

What does the phrase 'while the going was good' mean?

The phrase means that while there was still a possibility/ an advantage to escape. [1]

12 The writer uses the phrase 'solemn sorrowful silence' (line 51) for literary effect – name the literary device used to achieve this effect.

The literary device is alliteration (the words have the same sound or letter at the beginning of the word). [1]

13 Towards the end of Paragraph 7, suggest why it would be difficult to rebuild the windmill.

The stones required to build the windmill were no longer there, they had been thrown too far away. [1]

14 'Squealer, who had un-accountably been absent during the fighting...' (lines 57 – 58).

Suggest why Squealer was absent from the fighting.

Squealer was most likely hiding somewhere. [1]

15 From Paragraphs 9 – 12, based on your knowledge of Squealer's character and role, why do you think Squealer considered the battle and the loss of the windmill a great victory?

Squealer was Napoleon's propagandist [1] and would want to put a positive light/spin on anything that might bring honour to Napoleon (or Animal Farm) [1]. [2]

16 "'Then we have won back what we had before", said Boxer.' (line 73)

Explain what Boxer meant.

Boxer was being cynical/sarcastic/pessimistic as he felt that they had not gained anything [1] in the battle but suffered injuries and lost animal lives [1]. [2]

17 The flow of the text reflects the **animal's mood or thoughts** from the moment of the human attack to their 'victory' as Squealer puts it. Complete the flow chart by choosing one word from the box to summarise the **mood or thoughts** described in each part of the text listed below.

There are some extra words in the box you do not need to use and one has been done as an example for you.

Animals' mood or thoughts.

anxiety	despair	defeat	fear	hopelessness
realisation	bravery			

Flow chart:

Paragraph 1 – 2: (i) **defeat** – the animals ran and hid in the farm.

↓

Paragraph 3: (0) Over-confidence

↓

Paragraph 4 - 5: (ii) **realisation** – Benjamin understood what the men were trying to do to the windmill

↓

Paragraph 6: **(iii) fear** – the pigeons swirled in the air the pig flung themselves on the ground and hid their faces.

↓

Paragraph 7: (iv) **bravery** – the animals forgot their fear, charged and attacked the humans.

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 18 – 23.

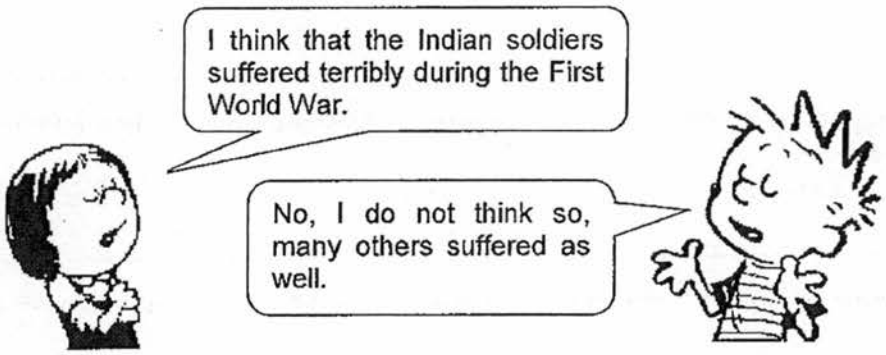
18 From Paragraph 1, what happened to the sacrifices made by the Indian soldiers?

The sacrifices the Indian soldiers made were largely forgotten.
(Do not accept "rewarded with broken promises...") [1]

19 What was ironic about calling the First World War the 'war to end all wars' (line 7)?

The First World War was known as the 'war to end all wars' as it was thought to be the last war that involved the whole world [1] but another world war occurred 20 years later after the first one [1]. [2]

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



(i) Suggest two pieces of evidence from Paragraphs 6 – 8 which Susie can use to support her stand.

Any two of the following:

a) **The junior Indian soldiers were sacrificed to delay the Germans while the British trained their own soldiers.**
b) **Hundreds of Indian soldiers were killed.**
c) **They had to fight people of their own religion.** [2]

(ii) Explain, in your own words, how Calvin would justify his statement, with reference to Paragraphs 3 – 4.

Many of Europe's talented youths also died in the trenches.
OR
Soldiers from other countries were also sacrificed in the war - Australians, New Zealanders, Canadians and South Africans. [1]

21 Paragraph 7 contains two similes. Identify the similes and explain what it suggests or describes about the war-time conditions.

Simile	Explanation
i) The shells are pouring like rain in the monsoon.	**The war/battle was very violent/ devastating as the number of shells coming down was liken to a monsoon rain.**
ii) The corpses cover the country, like sheaves of harvested wheat.	**There were so many casualties of war/ dead on the battlefield that it looked as if they were wheat plants that had been cut down for harvesting.**

[2]

22 According to Paragraph 10,

i) How did the British manage to pay for the food and ammunition for the Indian soldiers?

The British managed to pay for the food and ammunition by imposing taxes on the Indians. [1]

ii) What did the British offer in return for the item(s) in **(i)** above?

They offered (progressive) self-rule or self-government to India. [1]

23 Using your own words as far as possible, summarise how the Indians were unfairly or badly treated by the British.

Use only the material from Paragraphs 6 to 11 of Text 3.

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

The British sent junior Indian soldiers to be sacrificed on the battlefield in order for the British to prepare their own soldiers/defences. The Indian soldiers were taken to a distant land to battle in cold conditions against an enemy they did not know. They suffered devastating attacks and horrible casualties. In India, the people had to serve the British who heavily taxed them to finance the war. Instead of being rewarded for their contributions to the war, the Indian people were repressed by the British and were massacred when they attempted to protest against British rule.

[80 words]

Para	Text	Points
6	It was Indian jawans (junior soldiers) who stopped the German advance at Ypres in the autumn of 1914, while the British were still recruiting and training their own forces. Hundreds were killed in a gallant but futile engagement at Neuve Chappelle. More than 1,000 of them died at Gallipoli, thanks to Churchill's folly. Nearly 700,000 Indian sepoys (infantry privates) fought in Mesopotamia against the Ottoman Empire, Germany's ally, many of them Indian Muslims taking up arms against their Muslim brothers in defence of the British Empire.	1) The British sent junior Indian soldiers to be sacrificed on the battlefield in order for the British to prepare their own soldiers [1]. 2) The Indian Muslims had to fight against their fellow Muslims [1].
7	The most painful experiences were those of soldiers fighting in the trenches of Europe. Letters sent by Indian soldiers in France and Belgium to their family members in their villages back home speak an evocative language of cultural dislocation and tragedy. "The shells are pouring like rain in the monsoon," declared one. "The corpses cover the country, like sheaves of harvested wheat," wrote another.	3) The soldiers suffered devastating attacks and horrible casualties [1]
8	These men, undoubtedly heroes – were hurled into battle in unfamiliar lands, in harsh and cold climatic conditions they were neither used to nor prepared for, fighting an enemy of whom they had no knowledge, risking their lives every day for little more than pride. Yet they were destined to remain largely unknown once the war was over: neglected by the British, for whom they fought, and ignored by their own country, from which they came.	4) They were taken to a distant land [1] to (5) battle in cold/harsh conditions [1] (6) against an enemy they did not know [1].
9	Part of the reason is that they were not fighting for their own country. None of the soldiers was a conscript – soldiering was their profession. They served the very British Empire that was oppressing their own people back home.	7) They had to serve an oppressive ruler [1].
10	The British raised men and money from India, as well as large supplies of food, cash and ammunition, collected by British taxation of Indians. In return, the British had insincerely promised to deliver progressive self-rule to India at the end of the war. Perhaps, had they kept that pledge, the sacrifices of India's First World War soldiers might have been seen in their homeland as a contribution to India's freedom. But the British broke their word.	8) The Indian people were heavily taxed to finance the war [1]
11	India was wracked by high taxation to support the war and the high inflation accompanying it, while the disruption of trade caused by the conflict led to widespread economic losses. When the war ended in triumph for Britain, India was	9) High taxes caused the inflation rate to rise which affected the costs of living. [1]

	denied its promised reward. Instead of self-government, the British imposed more repressive laws, which gave the government extraordinary powers to quell "sedition" against the Empire by silencing and censoring the press, detaining political activists without trial, and arresting without a warrant any individuals suspected of treason against the Empire. Public protests against this draconian legislation were quelled ruthlessly. The worst incident was the Jallianwallah Bagh massacre of April 1919, when Brigadier-General Reginald Dyer ordered his troops to fire without warning on 15,000 unarmed and non-violent men, women and children demonstrating peacefully in an enclosed garden in Amritsar, killing as many as 1,499 and wounding up to 1,137.	10) The wars also disrupted trade and led to economic losses for the Indians. 11) Instead of being rewarded for their contributions to the war, the Indian people were repressed by the British [1] (12) and they were massacred when they attempted to protest against British rule [1].

---------- End of Answer Scheme ----------

BEATTY SECONDARY SCHOOL

MID YEAR EXAMINATION 2016

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

CLASS :	**NAME :**	**REG NO :**

READ THESE INSTRUCTIONS FIRST

This insert contains Section A.

Write your answers in the spaces provided.

This document consists of **2** printed pages.

Section A [10 marks]

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

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

Examples:

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

My mother always wears sensible clothes. ___✓___

Be transported back in time to 1960s Singapore as you embark on a

trip to nearby Pulau Ubin. Home for Singapore's last village, the **1** .....

island still retains the rustic beauty and simply of a bygone era. With **2** .....

no access to a modern and efficient public utilities on mainland **3** .....

Singapore, the villagers rely on wells for water and noisy diesel **4** .....

generators for electricity, and depends on traditional farming and **5** .....

fishing for subsistence. In the early days, granite mining supports a **6** .....

few thousand settlers. Much of the original vegetation were cleared **7** .....

for the cultivation of rubber and crop like coffee, pineapple and **8** .....

coconut. Today, abandoned granite quarries remain as picturesque **9** .....

relics of the past while forests and grasslands have regenerate to **10**.....

cover up the ravages of human activities.

BEATTY SECONDARY SCHOOL

MID YEAR EXAMINATION 2016

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

CLASS :	NAME :	REG NO :

READ THESE INSTRUCTIONS FIRST

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

Answer **Section A, Section B** and one question from **Section C.**
For Section A write your answers in the spaces provided on the Insert.
For Section B and Section C write your answers on the separate Answer Paper provided.

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

This document consists of 4 printed pages.

Section B [30 marks]

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

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

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

You must include the following details:

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

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

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

You should use your own words as much as possible.

WE LOVE LIBRARIES!

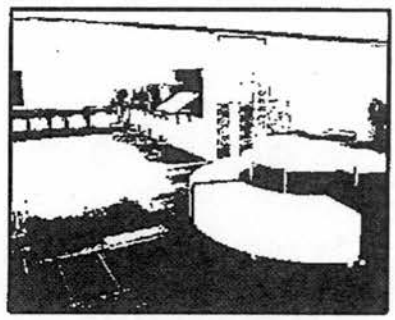
Home | About Us | Events | Library Ideas | Contact

More than just books!

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

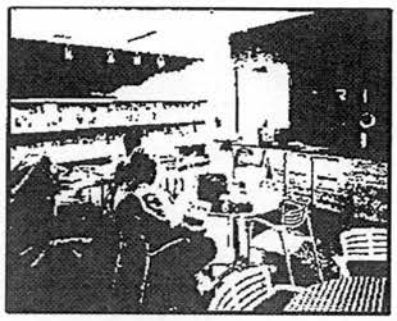
Computer Corner

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



Discussion Rooms

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



Library Cafe

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

Read and Relax

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

Section C [30 marks]

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

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

1 Write about a time when you lost something important and how you searched for it. What lesson did you learn from the incident?

2 Write about an occasion when something you learnt in school helped you out of a difficult situation. How did you feel about yourself afterwards?

3 Rivals.

4 Traditions.

BEATTY SECONDARY SCHOOL

MID YEAR EXAMINATION 2016

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

CLASS :	**NAME :**	**REG NO :**

READ THESE INSTRUCTIONS FIRST

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

This Insert contains Text 1 and Text 2.

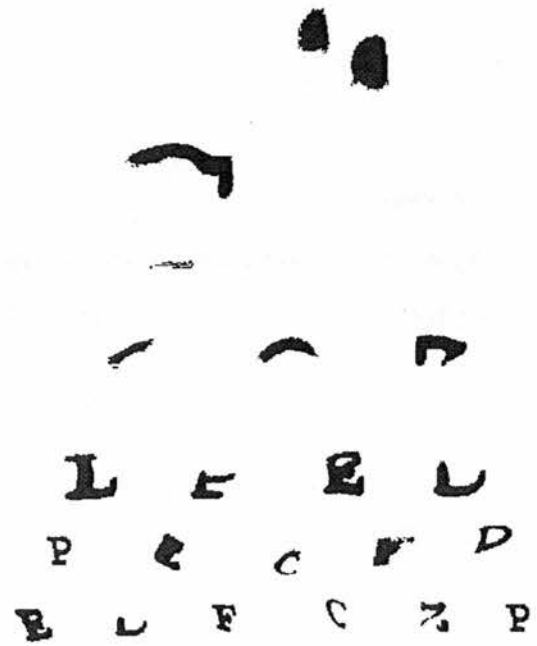
This document consists of **6** printed pages.

Section A

Text 1

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

Do you know smoking can cause blindness?



Don't let your vision go up in smoke!

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

Quit smoking now!

Call 1800-438 2000

Health Promotion Board

Section B

Text 2

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

1 The train station at Pebbleton, dark and sooty though it was, glistened in the mist. Electric lamps above the platform cast their light upon a thousand reflecting surfaces: the puddles along the tracks, the streaked windows of the station house and the umbrellas hoisted over huddled indistinct figures on the platform. To a person of whimsical mind, the scene might resemble something from a magical story.

2 There was, in fact, such a person watching from the window of the approaching train, a boy of whimsical mind to be sure, and the fairy-tale qualities of the scene occurred to him at once. However, foremost in his mind was the awareness that Pebbleton station was his stop – the end of his train journey, the beginning of a new unknown.

3 He turned to his chaperone, a plump old woman who was peering out of the grimy window.

4 "Shall I tell you what I'm thinking, Mrs Ferrier?"

5 The old woman turned from the window, appraised him for a moment and exclaimed, "Heavens no, Nicholas! That would take hours, and we have only moments. There, we've stopped."

6 Mrs Ferrier and Nicholas were the only passengers to disembark. Several were boarding, however, and they crowded the aisles most inconveniently as they struggled to close their umbrellas. By the time the old woman and her charge managed to descend the steps, the platform was empty, save for one man in a sombre grey suit and hat, standing rigidly beneath his umbrella. At the sight of them, he strode forward to shield Mrs Ferrier with it. He was so tall that when he stood over Nicholas his face appeared mostly as a sharp, jutting chin and cavernous nostrils. He introduced himself as Mr Collum, the director of Pebbleton Orphanage.

7 Nicholas began to ask a question, but though he spoke politely, Mr Collum and Mrs Ferrier continued talking as if Nicholas had not uttered a word.

8 "May I just have a brief word with you, Mr Collum?" asked Mrs Ferrier. "A private word?"

9 "Of course," said Mr Collum, who had yet to look directly at Nicholas, but did seem aware of him, for he held up a finger to indicate that the boy should stay put. He drew Mrs Ferrier over to the ticket counter, where they stood with their backs to the room and spoke in hushed voices.

10 Nicholas strained his ears but could not make out a word of their conversation. Naturally he wanted to know what they were saying about him. However, the clamour of the departing train was so overwhelming that Nicholas could not have heard them even if they had shouted. The windows rattled; the plank floors trembled. Then, a ghostly reflection appeared in the window behind his own and Nicholas turned around to discover Mrs Ferrier looking down on him with grave finality.

11 For what would be the last time, the old woman and the young boy regarded each other. He had wondered what sort of expression Mrs Ferrier would put on for their parting, and now that the moment was at hand, he found it to be rather what he had expected: polite, businesslike and almost comically serious. She was serious for his sake, he knew, in case he was afraid or sad. She was not much attached to Nicholas, perhaps because of his habitual impertinence, but Mrs Ferrier believed there was a way of doing things and so she always made an effort.

12 She need not have bothered, at least not for Nicholas's sake. He was anything but sad. The last orphanage had been the worst yet, and he was glad to leave it. In fact, his time there had been so awful that before his departure he had clandestinely deposited sardines in many a tormentor's pillowcase and skipped out of the door in glee. No, he was far from sad and he was not afraid either. The new orphanage could hardly be worse than the last place, and there was always the chance it would be better.

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

Section C

Text 3

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

1 Humans cannot live without nature. Therefore, we should respect nature and treat it with consideration. The earth has enabled us to stay alive. It has given us air to breathe, food to eat, clothes to wear, places to live, the warmth of the daytime and the peace of night, and it has absorbed our waste. In a sense, the earth has been our provider, and yet, has been at the mercy of us – a strange irony.

2 Can we save this earth? What we must save first is not the earth; it is our hearts and minds that have forgotten how precious the natural environment really is. We are losing our beautiful natural environment because we failed to appreciate it, following only our desires for material comfort, blind to the negative consequences of our choices of lifestyles.

3 In our ignorance, the earth seemed to us that it could never be polluted. Today, we know better and have no further excuse for polluting it. We must realise how wrong we have been. We must admit that we have forgotten to respect and appreciate nature.

4 How can we appreciate nature? The answer is simple. We should begin by admiring nature. Pausing for a moment to let ourselves be impressed by the beauty of the trees and flowers is one way. Realising how delicious our food is and all the natural processes that went into making it is another. When we admire things, we feel refreshed. To retain this feeling, we must practise morality.

5 Morality includes respecting nature as it is. When we live conscious of our indebtedness to and dependence upon nature, our mode of living turns into an appreciation of nature. If we live in this way, we would never waste resources nor discard poisons into the natural environment.

6 The Japanese of old planted two saplings whenever they cut down one tree. They knew that giving nothing in return to nature was foolish and sinful. Fishermen and hunters limited what they took so that there would always be adequate fish and game in future seasons.

7 Our efforts to purify the polluted earth by higher levels of technology are certainly significant. However, it is even more important that we put our hearts in tune with nature. We should listen to the cries of the earth. Nature is greater than all mankind that has ever existed; it has lived in harmony with humans for

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

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

9 If the six billion people living on the earth can realise this, our lives of thoughtful appreciation for nature will surely restore the earth close to its former beautiful balance.

Adapted from 'Practical Ethics for Our Time" by Eiji Uehiro

BEATTY SECONDARY SCHOOL

MID YEAR EXAMINATION 2016

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

CLASS :	**NAME :**	**REG NO :**

READ THESE INSTRUCTIONS FIRST

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

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

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

This document consists of 8 printed pages.

Section A [5 marks]

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

1 Who is the intended audience of this poster?

.....

..... [1]

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

.....

..... [2]

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

.....

..... [1]

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

.....

..... [1]

Section B [20 marks]

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

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

.....

..... [2]

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

.....

..... [1]

7 Identify a word in paragraph 6 that means the same as

(i) dark and dull: .....

(ii) huge: ..... [2]

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

What does this suggest about the adults' attitude towards Nicholas?

..... [1]

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

..... [1]

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

.....

..... [1]

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

.....

..... [2]

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

.....

..... [1]

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

.....

..... [2]

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

.....

..... [1]

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

.....

..... [2]

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

Feelings:

Hopeful	Disappointed	Neglected	Curious
Reflective	Anxious	Exhilarated	

Flow chart:

Paragraphs 1-4: .....

↓

Paragraphs 5-9: .....

↓

Paragraphs 10-11: .....

↓

Paragraph 12: ..... [4]

Section C [25 marks]

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

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

.....

..... [2]

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

.....

..... [1]

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

.....

..... [2]

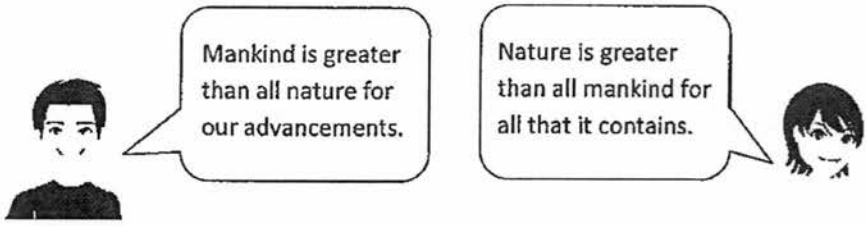
18 'Nature is greater than all mankind that has ever existed; it has lived in harmony with humans for billions of years before human civilisations began.' (lines 32 – 34) Which word in paragraph 9 gives the same sense of 'harmony?'

..... [1]

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

..... [1]

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



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

.....

..... [1]

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

.....

..... [2]

21 Using your own words as far as possible, summarise what humans would do if they care for nature. Use only information from paragraph 8.

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

When we care for nature, we .....

.....

.....

.....

.....

.....

No. of words: [15]

Beauty SS Ans.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines about Pulau Ubin, an island in the northeastern part of Singapore The first and last lines are correct. For eight of the lines, there is <u>one</u> 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 <u>must not change the original meaning</u> of the sentence.

Examples:

I arrived to my destination at 2 p.m. ___at___

My mother always wears sensible clothes. ___✓___

Be transported back in time to 1960s Singapore as you embark on a	
trip to nearby Pulau Ubin. Home for Singapore's last village, the	1 to (pp)
island still retains the rustic beauty and simply of a bygone era. With	2 simplicity (wf)
no access to a modern and efficient public utilities on mainland	3 the (art)
Singapore, the villagers rely on wells for water and noisy diesel	4 ✓
generators for electricity, and depends on traditional farming and	5 depend (sva)
fishing for subsistence. In the early days, granite mining supports a	6 supported (t)
few thousand settlers. Much of the original vegetation were cleared	7 was (sva)
for the cultivation of rubber and crop like coffee, pineapple and	8 crops (number)
coconut. Today, abandoned granite quarries remain as picturesque	9 ✓
relics of the past while forests and grasslands have regenerate to	10 regenerated (t)
cover up the ravages of human activities.	

ANS

BEATTY SECONDARY SCHOOL

MID YEAR EXAMINATION 2016

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

CLASS :	**NAME :**	**REG NO :**

READ THESE INSTRUCTIONS FIRST

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

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

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

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

[Turn over

Section A [5 marks]

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

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

Smokers / People who smoke.

[1]

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

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

Other accepted answers for 1st part

- Faded
- Distorted
- Unclear
- Not clear

Other accepted answers for 2nd part

- Becoming blind

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

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

The answer must show a feeling or a change in mindset

Feeling

- Surprise
- Arouse reader's interest

Mindset

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

Connect to Outcome –

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

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

'Most cases of AMD are irreversible'. [1]

Section B [20 marks]

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

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

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

'Pebbleton, dark and sooty though it was, glistened in the mist' – 0
'Electric lamps above the platform cast their light upon a thousand reflecting surfaces' - 0 [2]

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

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

He is going to another orphanage – 0 [1]
He does not know what the orphanage / Pebbleton will be like - 0
He has just arrived - 0

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

(i) dark and dull: **sombre** [2]

(ii) huge: **cavernous**

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

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

They are dismissive of him / They do not think that he was important / They were disrespectful / They were not bothered about him. [1]

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

(b) Pick out a phrase in paragraph 9 that conveys the same idea. [Quotation] [1]

'had yet to look directly at Nicholas'.

'had yet to look directly' - 0

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

[1]

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

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

From line 39: the <u>clamour</u> of the <u>departing</u> train was so <u>overwhelming</u>

Overwhelming clamour → extremely noisy, overpowering noise / racket / commotion / din / a lot of noise / sound was so loud that ... [2]
Departing → leaving, outgoing, moving away (moving not accepted)

The noise from the train that was leaving was overpowering.

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

[1]

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

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

[2]

'Comically serious' means that something appears solemn yet amusing / funny at the same time. [1]
It is effective as this shows that Mrs Ferrier's expression was too solemn in an occasion that does not require it, making it funny.
OR Nicholas found her solemn expression amusing as he knew she was only trying to appear solemn for the occasion. [1]

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

[1]

He was constantly rude to her.

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

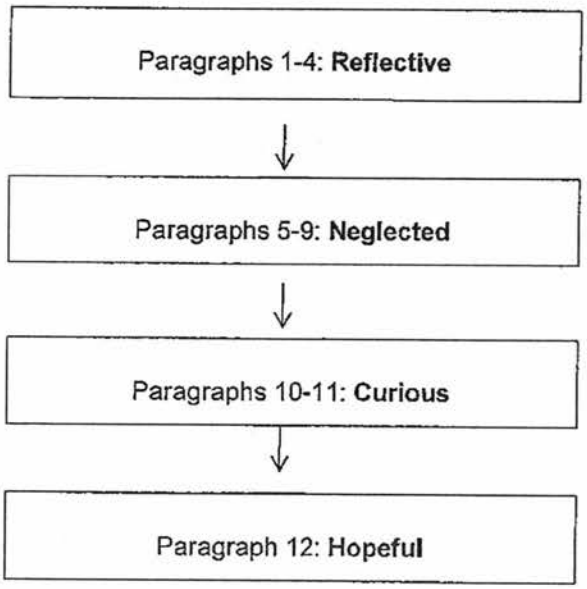
He was bullied in the last orphanage / He had an awful experience there / It was awful / The last orphanage had been the worst / He was treated badly there. [1]
The evidence is that he 'deposited sardines in many a tormentor's pillowcase' OR he was tormented by the children at the last orphanage. [1] [2]

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

Feelings:

Hopeful	Disappointed	Neglected	Curious	Reflective	Anxious	Exhilarated

Flow chart:



[4]

Section C [25 marks]

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

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

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

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

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

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

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

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

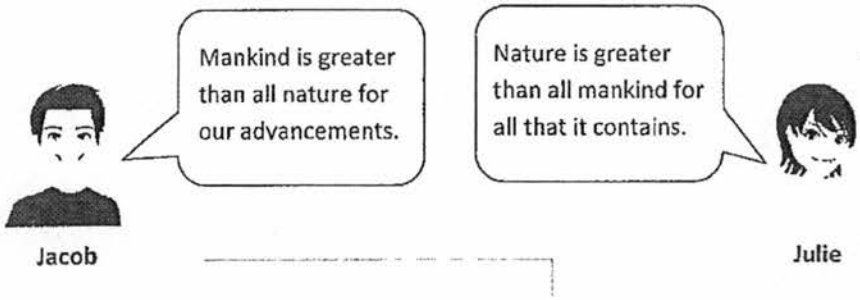
'balance' [1]

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

'in tune with nature'

[1]

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



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

Mankind is able to use technology to purify the polluted earth. [1]

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

Nature is powerful as it involves the complex creation of organisms [1] and the mysteries of birth and death [1]. [2]

21 Using your own words as far as possible, summarise what humans would do if they care for nature. Use only information from paragraph 8.

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

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

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

[15]

Sample paragraph

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

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

Name: _____ ( ) Class: _____

BUKIT VIEW SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
Secondary Two Express

ENGLISH LANGUAGE
Paper 1 Writing

1128/01
29 April 2016

Insert

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A.**

Write your answers in the spaces provided.

Fasten the completed **Section A** insert to your Answer Paper.

Setter: Mr Arthur Kok

Parent's signature: _____

This question paper consists of **2** printed pages, including this cover page.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about forced labour used at the World Cup Stadium in Qatar. 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 arrive to my destination at 2 pm. at

My mother always wears sensible clothes. ✓

Amnesty reported that workers at Khalifa International Stadium were	
force to live in squalid accommodation, pay huge recruitment fees and	1 .....
has had wages withheld and passports confiscated. It also accused Fifa	2 .....
of "failing almost completely" to stop the tournament being "built on	3 .....
human rights abuses". Qatar said it was "concerned" to the allegations	4 .....
but would investigate. The government said the welfare of migrant	5 .....
workers was a "top priority" and insisted it was committed to change	6 .....
Qatar's labour laws. Last year, the country pledged to makes changes	7 .....
to its "kafala" sponsorship systemic, whereby migrant workers cannot	8 .....
change jobs or leave the country without his employers' permission.	9 .....
However, Amnesty warned a proposed reforms would make little	10 .....
difference and said some workers were enduring a "living nightmare".	

Name: _____ ( ) Class: _____

BUKIT VIEW SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
Secondary Two Express

ENGLISH LANGUAGE
Paper 1 Writing

1128/01
29 April 2016

Additional Materials: Answer Paper
Insert

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class in the spaces provided on the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, 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 Writing Paper provided.
At the end of the examination, fasten all your work securely together.

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

Setter: Mr Arthur Kok

Section B [30 marks]

You are advised to write between 200 and 300 words for this section.

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

You recently took part in the Secondary 2 Camp and the Principal has asked you to write a report to help improve similar camps in the future. Referring to the programme, you decided to write a review of the camp you attended.

Write your report, describing:

- Two activities in the camp that went well
- One activity in the camp that needs to be improved
- One new and original activity for future camps
- Reasons for the points above

Write your report in clear, accurate English and in a reflective, respectful tone to give the Principal a clear idea of the strengths and weaknesses of the Secondary 2 Camp and how best to ensure better camps in the future.

You should use your own words as much as possible.

Programme for Secondary 2 Camp

Time	Activity	Highlights	Skill
0900-1000	High Elements	• climb over 20-metre rock walls as a group • capture the flag from other teams' towers	team building
1000-1100	Role Play	• learn how to consider other points of view • act out best ways to resolve conflicts	conflict resolution
1100-1200	Lunch Break		
1200-1300	Home Visit	• experience other cultures through a meal • engage in practices unqiue to certain cultures	cross-cultural communication
1300-1400	Pressure Cooker	• make good decisions whether with little or much time • get out of a locked room by choosing right actions	decision-making

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1 Write about something for which you volunteer regularly. Why is it important to you?

2 What are the pros and cons of students not having to attend school?

3 For your country, what are the advantages and disadvantages of green spaces?

4 'Public transport in Singapore is dead in its tracks.' What are your views?

Name: _____ ( ) Class: _____

BUKIT VIEW SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
Secondary Two Express

ENGLISH LANGUAGE

9 May 2016

Paper 2 Comprehension

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

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

Setter: Mrs Dharani Dinesh

Parent's Signature: _____

This insert consists of **6** printed pages including the cover page.

Section A

Text 1

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

Section B

Text 2

The text below describes a migrant worker's thoughts and feelings about working in Singapore. Read it carefully and answer Questions 5 – 16 in the Question Paper.

1 It was a forsakenly hot day and the morning sun seethed with unmet madness in the sky. The sun was burning his eyes as Zheng Nian 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, Zheng Nian could not resist leaning forward again from where he squatted surveying the foreign world below him.

2 Assigned to pave cement on the roof, Zheng Nian wondered if the ground forty-storey 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.

3 Since he arrived here in Singapore two days ago, 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. Zheng Nian suddenly thought about his hometown in Hubei – walking in the creeping cold, wisps of winter in the air – where he could think so clearly, so effortlessly. As if nature heard his thoughts, a warm breeze nudged the air, startling the beads of perspiration gathering earnestly on his temple.

4 The heat rising up from the concrete was too much to take 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.

5 Singapore is a safe place. He was told that much by those who had come before him. From his village alone, a handful had worked in the city-state. For those who did not land a job there, they had left the village for the bigger, richer cities in the country – the jewels of Pearl River Delta – Shenzhen, Guangzhou and the other coastal cities. Like others before him, he wanted to take in the world before it was lost to him. He felt compelled to leave like what others had done to build a better world for themselves and their families.

6 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 3 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.

Adapted from '*Two Days in a Foreign Land*'
by Jonathan Tan Ghee Tiong

Section C

Text 3

The article below is about the differences between digital natives and digital immigrants. Read it carefully and answer Questions 17 – 22 in the Question Paper.

1 There is no question that students have changed over the past decade. Every generation uses a different slang and has new fashions, but the differences in today's students go deeper. Today's students explore their world in an entirely new way as they interact with new technologies. With these new technologies, they speak an entirely different language, one they expect the rest to understand.

2 As digital natives, the current generation of college students is the first to grow up immersed in technology. They have always had the Internet, laptops, cell phones with text messaging, *Facebook*™ or *MySpace*™, PlayStations™, digital cameras, DVD players, blogs, and any other number of digital technologies that allow them to instantly capture or communicate with their world. They use these tools as extensions of their bodies and minds, fluidly incorporating them into their daily routines. They have learned the language of technology as they communicate instantly with their peers. These students, like all natives, adapt quickly to changes in their environment and look for new ways to incorporate the latest technology into their fast-paced lives.

3 On the other hand is the digital immigrant. The digital immigrant is the latecomer in the technology revolution and as with any immigrant, there is a certain "accent" that is readily apparent to the native speakers. Examples of this "accent" are things like calling and asking someone if a recipient received the email that was just sent, typing out text messages with full words rather than the standard abbreviations or going to the library before searching the Internet. Digital immigrants still try and work around or second guess technology, while the digital natives know no other way.

4 One major difference between digital natives and immigrants is the way they process information. Natives retrieve information and communicate with their peers very quickly. Text messaging has become a primary form of communication because messages can be sent and received quickly in situations where a phone call cannot be taken. Whether the student, as a digital native, is in lecture, at work, or out with friends, a text message can be sent with little disruption. A professor would certainly get upset with a student who took a phone call in the middle of lecture, but probably doesn't even notice the student sending a text message. Through texting, *Facebook*, and the use of the Internet as a search tool, students access information right now, sift through what they need, and ignore the rest. Why should students go to the library when they can Google™ their topic and have a thousand different articles at their fingertips? Why call friends when their *Facebook* pages will tell them where they are and what they are planning to do tonight? Just a few seconds and they know everything they need to about their

social network.

5 While digital immigrants grew up learning one topic at a time, everything in order, following a linear and logical progression, natives do not think that way. They are adept at jumping from idea to idea as they think of things; they explore their world as burst thinkers. Natives can study with the TV on and their iPod blasting in one ear; they have been practising these multitasking skills their entire lives. Immigrants often believe that students cannot learn in that sort of environment. It's another example of the "accent" that immigrants carry with them.

6 Another major difference between digital immigrants and natives is a sense of identity. To immigrants, cell phones, emails, and the Internet are just tools that can be used to reach someone or set up a "real" face-to-face meeting. Natives look at the same technologies and see an extension of who they are. Each method of communication allows natives to harness a different set of capabilities and skills when communicating with others. Texting may be better for communicating one idea, while Facebook might be better for the next thing. Regardless of which medium is used, they are part of who the native is, not just a separate tool that can be used to create a "real" meeting. Digital communication is just as real to natives as face-to-face meetings are to immigrants.

Adapted from *'Digital Native or Digital Immigrant, Which Language Do You Speak?'* by Brad Cunningham

Name: _____ ( ) Class: _____

BUKIT VIEW SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
Secondary Two Express

ENGLISH LANGUAGE

9 May 2016

Paper 2 Comprehension

1 hour 50 minutes

Candidates answer on the Question Paper

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

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

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

Marks
50

Setter: Mrs Dharani Dinesh

Parent's Signature: _____

This question paper consists of 8 printed pages and 1 insert.

Section A [5 marks]

Text 1

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

1 Who is the target audience of the advertisement?

.....

..... [1]

2 What is the intended effect of the visual on the audience?

.....

..... [1]

3 What is the message conveyed through the advertisement?

.....

..... [1]

4 In what **two** ways does the creator of the advertisement make the reader feel personally involved?

(i) .....

..... [1]

(ii) .....

..... [1]

Section B [20 marks]

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

5 Find words/phrases in paragraph 1 which have the same meaning as

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

(ii) looking closely ..... [1]

6 What does the word 'cavernous' (line 4) suggest about the size of the construction site?

..... [1]

7 Zheng Nian is affected by the rays of the sun. Explain how the language used in paragraphs 1 and 2 makes the sun appear vicious.

Support your ideas with **two** details from paragraphs 1 and 2.

.....

.....

.....

.....

..... [2]

8 Quote the phrase in paragraph 2 which suggests that Zheng Nian was anxious.

..... [1]

9 Zheng Nian compares the weather in Singapore with the weather in Hubei. What effect does the weather in both places have on his ability to reflect?

	Ability to reflect
In Singapore	
In Hubei	

[1]

10 What does the word 'nudged' (line 20) suggest about the intensity of the breeze?

.....

..... [1]

11 What was the effect of the breeze nudging the air? **Answer in your own words.**

.....

..... [2]

12 What happened to Zheng Nian's body that made him lose consciousness and drop to the ground from forty-storeys up? **Answer in your own words.**

.....

..... [1]

13 What do the 'jewels of Pearl River Delta' (lines 32-33) refer to?

.....

..... [1]

14 What did Zheng Nian hope he could do for his family by leaving his hometown? **Answer in your own words.**

.....

.....

..... [2]

15 What is the irony in Zheng Nian telling his wife that 'Singapore is a safe place' (line 47)?

.....

.....

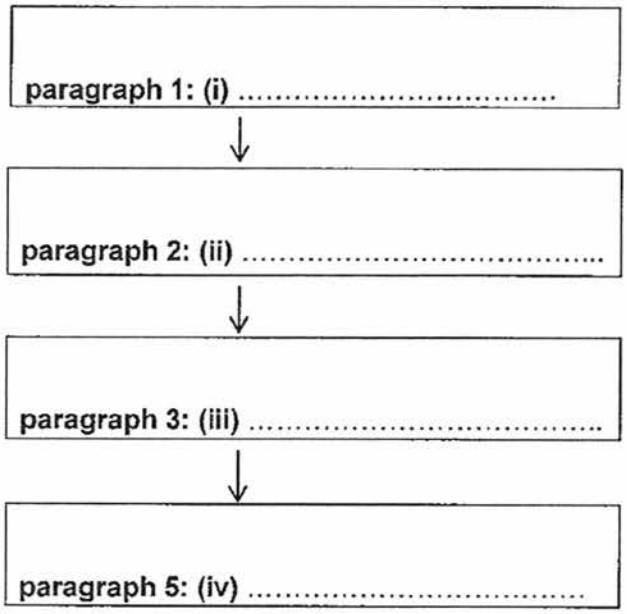
..... [2]

16 The structure of the text reflects the main feelings of Zheng Nian as he is at the construction site thinking about his decision to work in Singapore. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

Zheng Nian's feelings

curiosity	discomfort	gratitude	fear	hope	regret

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17 – 22.

17 According to paragraph 1, what is the reason for today's students exploring their world in a new way?

.....

..... [1]

18 What do the digital technologies listed in paragraph 2 enable digital natives to do? **Answer in your own words.**

.....

..... [2]

19 What does the word 'fluidly' (line 13) suggest about the way in which digital technologies are incorporated in digital natives' lives?

.....

..... [1]

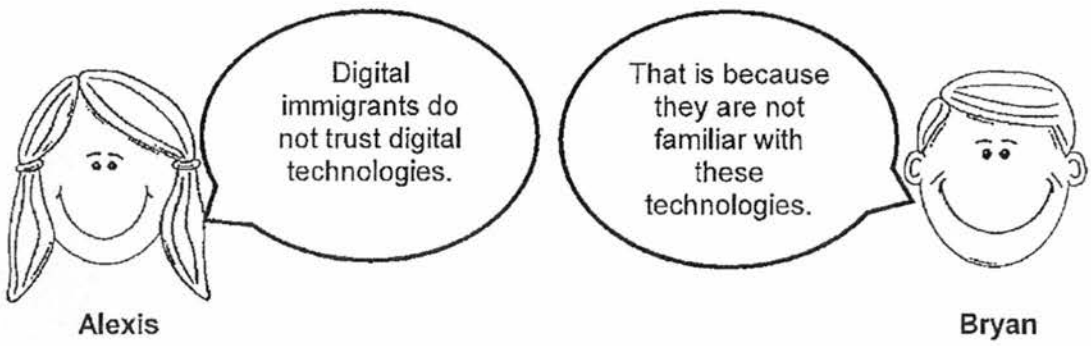
20 Find words in paragraph 2 which suggest

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

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

(iii) engrossed ..... [1]

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



(i) Identify two examples from paragraph 3 that Alexis can give to support her view.

.....

.....

..... [2]

(ii) How would Bryan support his position with reference to paragraph 3?

.....

..... [1]

22 **Using your own words as far as possible,** summarise the differences between digital natives and digital immigrants.

Use only information from paragraphs 4 to 6.

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

One big difference between digital natives and digital immigrants is .....

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..... No of words: [15]

BT View SS

ANSWERS

Amnesty reported that workers at Khalifa International Stadium were **force** to live in squalid accommodation, pay huge recruitment fees and **has** had wages withheld and passports confiscated. It also accused Fifa of "failing almost completely" to stop the tournament being "built on human rights abuses". Qatar said it was "concerned" **to** the allegations **but** would investigate. The government said the welfare of migrant workers was a "top priority" and insisted it was committed to change Qatar's labour laws. Last year, the country pledged to **makes** changes to its "kafala" sponsorship **systemic**, whereby migrant workers cannot change jobs or leave the country without **his** employers' permission. However, Amnesty warned **a** proposed reforms would make little difference and said some workers were enduring a "living nightmare".

1 forced (wf)
2 have (vf)
3 ✓ (wf)
4 about / by (prep)
5 and (conj)
6 ✓
7 make (vf)
8 system (wf)
9 their (#)
10 the / these (art)

Bt How ss

Section A [5 marks]

Text 1

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

1 (i) Who is the target audience of the advertisement? [1]
Smokers who have children / Smokers who are parents

2 What is the intended effect of the visual on the audience? [1]
It shocks the reader into realising the consequences of his/her smoking habit.
To make the reader feel guilty for smoking / To scare smokers into quitting - Accept only if students explain what they are feeling guilty about / what scares them.

3 What is the message conveyed through the advertisement? [1]
If you smoke, your children will pick up the habit too / Do not smoke because if you do, your children will too / Quit smoking because if you don't, your children will smoke too.

4 In what **two** ways does the creator of the advertisement make the reader feel personally involved? [2]
(i) **Through the use of 'you' / second person pronoun.**
(ii) **By asking a question.**
(iii) **By using the command / imperative 'Quit Today'**

(Any 2 answers)

Section B [20 marks]

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

5 Find words/phrases in paragraph 1 which have the same meaning as

(i) absorbed **took in** [1]

(ii) looking closely **surveying** [1]

ED applies

6 What does the word 'cavernous' (line 4) suggest about the size of the construction site? [1]
It is enormous/huge/very big/large

7 Zheng Nian is affected by the rays of the sun. Explain how the language used in paragraphs 1 and 2 makes the sun appear vicious.

Support your ideas with **two** details from paragraphs 1 and 2. [2]

'the morning sun seethed with unmet madness in the sky' shows that the rays of the sun were brutal / simmering with anger/violence.

'the sun was burning his eyes' shows that the rays were so intense that it felt like his eyes were on fire.

'heaviness of heat burning through his safety boots' emphasises the intensity of the sun's rays which made the ground so hot that he could feel the heat blazing through his safety boots.

'the sun raining angrily down hard on his back' shows that it was mercilessly/ferociously/cruelly attacking Zheng Nian.

(Any 2 answers)

8 Quote the phrase in paragraph 2 which suggests that Zheng Nian was anxious. [1]
'cold sweat (broke his skin)'

9 Zheng Nian compares the weather in Singapore with the weather in Hubei. What effect does the weather in both places have on his ability to reflect?

[1]

	Ability to reflect
In Singapore	**Reflect without clarity / reflect with difficulty** **Accept - There was little clarity to**

BT View SS

	feel up there in the head Wrong - could not think at all
In Hubei	Reflect clearly / effortlessly Accept - able to think clearly

Both answers must be correct to receive 1 mark
No ED

10 What does the word 'nudge' (line 20) suggest about the intensity of the breeze? [1]

It was a light / gentle / mild/ weak breeze
X - The intensity was low

11 What was the effect of the breeze nudging the air? **Answer in your own words.**
[2]
The droplets of sweat [1] on Zheng Nian's temple moved [1]

Taboo words: beads, perspiration, startling

12 What happened to Zheng Nian's body that made him lose consciousness and drop to the ground from forty-storeys up? **Answer in your own words.** [1]
Hint: 'parched body' / 'his body leaked under the weight'
Zheng Nian's body was dehydrated / losing too much water / did not have enough water /He was sweating too much.

13 What do the 'jewels of Pearl River Delta' (lines 32-33) refer to? [1]
They refer to Shenzhen, Guangzhou and the other coastal cities of China / the bigger, richer cities in the country.

Do not accept - Richer cities / coastal cities / Shenzhen only / Guangzhou only
Accept - Shenzhen and Guangzhou

14 What did Zhang Nian hope he could do for his family by leaving his hometown? **Answer in your own words.**
[2]
He hoped to create/make/provide [1] a more desirable world / higher quality of life/a brighter future [1] for his family.

Taboo words: build, better
X - good life (comparative form required)
Accept (for better world) - live more comfortably

15 What is the irony in Zheng Nian telling his wife that 'Singapore is a safe place' (line 47)? [2]

One would not expect to have his life in danger in a safe place. However, Zheng Nian fell down forty storeys / died(?) in Singapore which was considered a safe place.

No 1 mark. Answers must explain what one would expect in a safe place.

16 The structure of the text reflects the main feelings of Zheng Nian as he is at the construction site thinking about his decision to work in Singapore. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

Zheng Nian's feelings

curiosity	discomfort	gratitude	fear	hope	regret

Flow chart

paragraph 1: (i) discomfort

↓

paragraph 2: (ii) fear

↓

paragraph 3: (iii) regret

↓

paragraph 5: (iv) hope

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17 – 22.

17 According to paragraph 1, what is the reason for today's students exploring their world in a new way? [1]

Their interaction with new technologies.
(No ED)
X - new technologies / access to new technologies

18 What do the digital technologies listed in paragraph 2 enable digital natives to do? **Answer in your own words.** [2]

They enable digital natives to instantly record/take a snapshot/picture or converse / share or exchange information/talk/interact/chat with their world.

Taboo words: capture, communicate

Not accepted: 'use these tools as extensions of their bodies and minds'.

Not accepted – socialise / mingle (for communicate)

19 What does the word 'fluidly' (line 13) suggest about the way in which digital technologies are incorporated in digital natives' lives? [1]

Digital technologies are easily/smoothly/seamlessly incorporated in digital natives' lives.

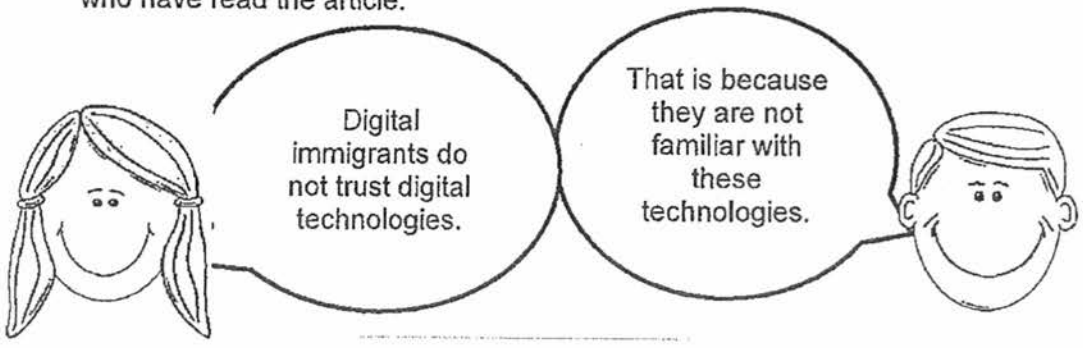
20 Find words in paragraph 2 which suggest

(i) additions **extensions** [1]

(ii) adjust **adapt** [1]

(iii) engrossed **immersed** [1]

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



Alexis **Bryan**

(i) Identify two examples from paragraph 3 that Alexis can give to support her view. [2]

They go to the library before searching the Internet.
They call and ask someone if a recipient received the email that was just sent.

Not accepted: typing out text messages with full words rather than the standard abbreviations.
ED – If more than two examples are given.

(ii) How would Bryan support his position with reference to paragraph 3? [1]

The digital immigrant is the latecomer in the technology revolution / Digital immigrants still try and work around or second guess technology.

22 **Using your own words as far as possible,** summarise the differences between digital natives and digital immigrants

Use only information from paragraphs 4 to 6.

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

One difference between digital natives and digital immigrants is

	From passage	Paraphrased
1	the way they **process information**	the manner in which they **understand facts / ideas / data**
2	Natives **retrieve information** and	Natives **find / extract data** and
3	**communicate** with their peers very **quickly**.	**share /exchange ideas** with their friends quickly.
4	Text messaging has become a primary form of communication because messages can be sent and received quickly in situations where a phone call cannot be taken.	Natives prefer to send text/ messages while immigrants prefer to make phone calls.
5	Why should students go to the library when they can Google their topic and have a thousand different articles at their fingertips?	Natives rely on the Internet for research while immigrants prefer going to the library.

6	Why call friends when their Facebook pages will tell them where they are and what they are planning to do tonight?	Natives would rather look at their friends' Facebook profiles while immigrants would call their friends to find out what they are up to.
7	While immigrants grew up **learning one topic at a time, everything in order**, following a linear and logical progression, natives do not think that way.	Immigrants learnt things in a **systematic** and progressive **manner**
8	They are **adept at jumping from idea to idea** as they think of things; they explore their world as burst thinkers.	while natives are **skilled at analysing different things at the same time / simultaneously.**
9	Natives can study with the TV on and their iPod blasting in one ear	While natives are able to **multitask / focus even with distractions**
10	Immigrants often believe that **students cannot learn in that sort of environment.**	immigrants think that **knowledge cannot be acquired in such conditions.**
11	Another major difference between immigrants and natives is a **sense of identity**.	The **distinguishing character / personality** of an individual is another difference.
12	To digital immigrants, **cell phones, emails, and the Internet are just tools** that can be used to reach someone or set up a "real" face-to-face meeting.	Immigrants see **technological devices as mere instruments** / **gadgets** that are used for a certain purpose.
13	Natives look at the same technologies and **see an extension of who they are**... they are part of who the native is, not just a separate tool that can be used to create a "real" meeting.	Natives view them as **additions of themselves** / not as separate entities
14	**Digital communication** is just as **real** to natives as **face-to-face meetings** are to immigrants.	**Online / virtual interaction** for natives is as **authentic** as **real life interaction** for immigrants.

Summary Style Descriptors

Marks	Descriptors
7m	More than 4 points rephrased + Error free
6m	2 to 3 points rephrased + 1 to 3 types of errors
5m	No attempt to rephrase + Error free
4m	No attempt to rephrase + 1 to 3 types of errors
3m	No attempt to rephrase + 4 to 5 types of errors
2m	No attempt to rephrase + 6 to 7 types of errors
1m	No attempt to rephrase + more than 7 types of errors

CANBERRA SECONDARY SCHOOL

2016 Semestral Assessment 1

Secondary Two Express

ENGLISH LANGUAGE
1128/01

3 May 2016
1 hour 50 minutes
0800h – 0950h

Name: _____ ( ) **Class:** _____

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black ink pen on both sides of the paper.
Do not use staples, paper clips, glue or correction fluid.

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

Section A is an Insert.
For **Section A** write your answers in the spaces provided on the Insert.
For **Section B** and **Section C** write your answers on the separate Answer Paper provided.
At the end of the examination, fasten your work for each section **separately.**
All sections are to be handed in **separately.**

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

Do not turn over the paper until you are told to do so.

	Marks Awarded	Max Marks
Section A		10
Section B		30
Section C		30
Total		70

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

Setter: Mr James Foo

Section B [30 marks]

You are advised to write between 200 and 300 words for this section.

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

You are a member of the Outdoor Adventure Club in your school. Every year, your club leads Secondary 1 students from the whole school to participate in some optional outdoor activities during the June holidays. You came across the brochure on page 3 which gives details on some of these outdoor activities. You have decided on two activities which would appeal to the Secondary 1 students, and you would like to encourage all of them to attend these activities.

Your CCA teacher has given you the opportunity to speak to the Secondary 1 students during assembly to promote your two chosen activities. Interested participants should register with you.

Your speech should cover the following:

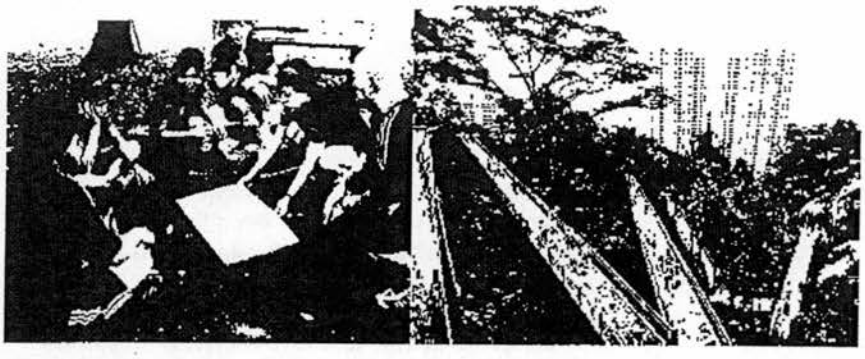
- Why taking part in outdoor adventure activities is important
- Two activities you have chosen and reasons why they will appeal to the Secondary 1 students
- Details on how to sign up
- Why it is important that all of them participate in the activities

Write your speech in clear, accurate English and in a persuasive and enthusiastic tone, so as to appeal to your audience. You should use the information from the brochure and other information of your own.

You should use your own words as much as possible.

Elective Outdoor Activities

Amazing Race at Southern Ridges (21 June)



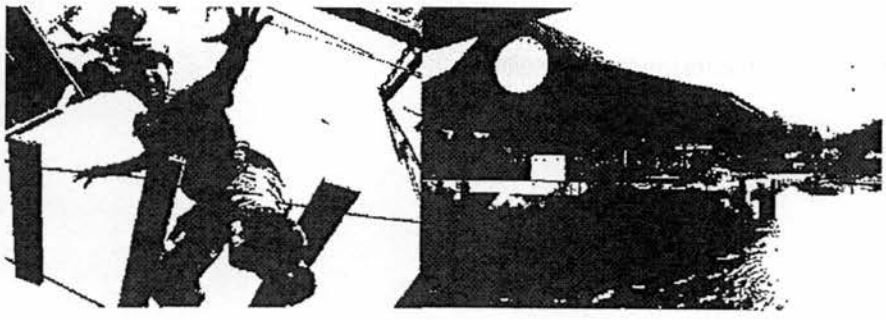
Description

- Team-building at Southern Ridges (Kent Ridge and Henderson Waves)
- Find clues and do tasks together in teams of 5
- Race against time
- Enjoy panoramic views and nature

Details

- $40 per person (payable using Edusave)
- 3 hours in duration
- Time: 9 am-12 pm

High Elements Course Team-building (22 June)



Description

- Conquer the 3 storey-high course with 6 obstacles
- Teams of 3
- Structure is located at Pulau Ubin
- Participants are to meet at Changi Jetty 1 hour before the start of the activity

Details

- $40 per person (payable using Edusave)
- 2 hours in duration
- Slots available: 9 -11 am and 4 – 5 pm

Kayaking Experience and Kelong Visit (23 June)

Description

- Start at Sembawang (SAF Yacht Club)
- Kayak with a friend
- Visit a Kelong (an offshore platform built mainly with wood).
- Wet gear, sunscreen and booties/ covered footwear required

Details

- $40 per person (payable using Edusave)
- 7 hours in duration
- Time: 8am – 3pm

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1. Studying in a group is more effective than studying alone. Do you agree?

2. Do you prefer to spend time with your friends or with your family? Explain your answer.

3. Write about a time when you spoke to someone kindly, and how it affected the person and yourself.

4. Is it better to study in a single-gender school or a co-educational (both genders) school?

End of Paper

Editing Answer Sheet
Secondary Two Express

Name: _____ ( ) **Class:** _____

Date: _____ **Marks:** / 10

Section A [10 marks]

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

If there is NO error in the 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 <u>not change the original meaning</u> of the sentence.

Examples:
I arrived (to) my destination at 2pm. _____at_____

My mother always wears sensible clothes. _____√_____

Men have preserved their foods from ancient times in order 1. .....
to keep the results of harvesting for winter months, for resale, 2. .....
for storage, and for transport from sea to inland, overseas, 3. .....
or cross-country. To do so, they generally use nature's methods, 4. .....
which were drying, parching and fermenting. Parching is the most 5. .....
natural method, but by many thousands of years, others have 6. .....
also been used. Direct fermentation of liquids, usually by the 7. .....
introduction on yeast, has not only preserved liquids but also 8. .....
enhanced its quality. The same of course applies to salting. 9. .....
Smoking has preserve, and sometimes improved both fish 10. .....
and meat. Hickory wood is generally used by the fires, and natural
juices are contained by a slight coating of wood creosote.

CANBERRA SECONDARY SCHOOL

2016 Semestral Assessment 1

Secondary Two Express

ENGLISH LANGUAGE
1128/02
INSERT

3 May 2016
1 hour 50 minutes
1120h – 1310h

Name: _____ ( ) **Class:** _____

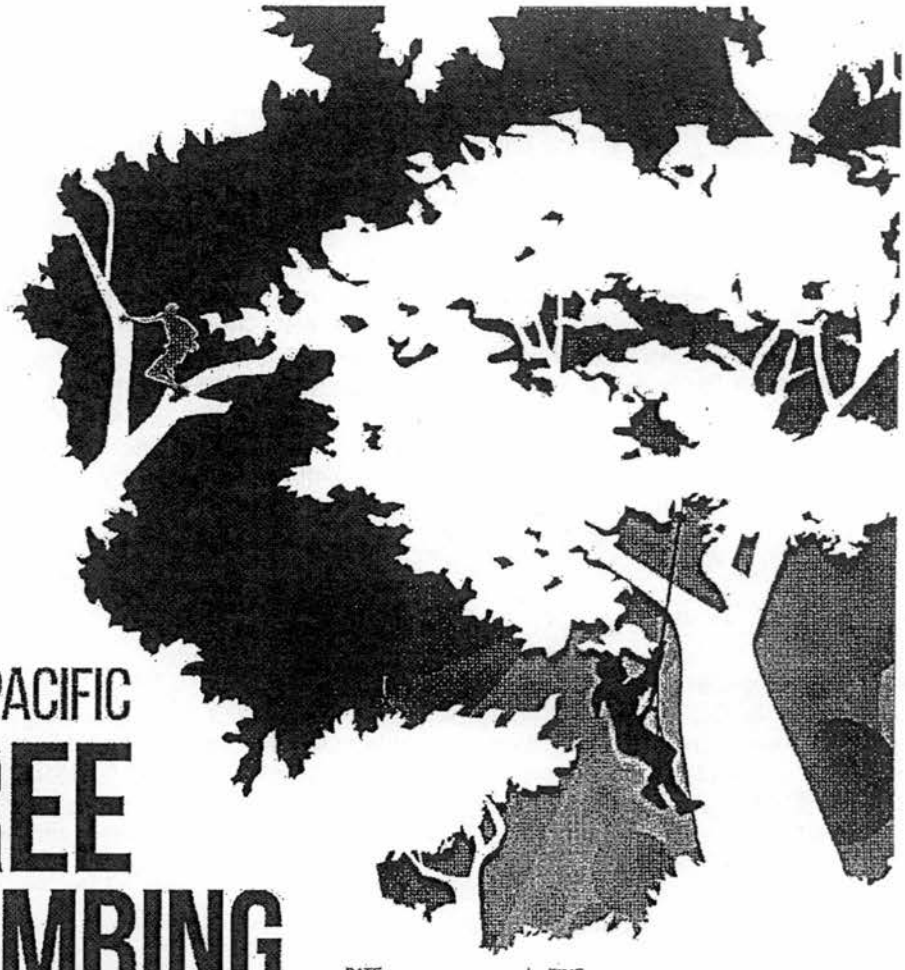
This insert consists of 5 printed pages including the cover page.

Setter: Ms Deborah Chua

Section A

Text 1

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



ASIA PACIFIC TREE CLIMBING Championship & Carnival 2015

DATE
25 – 26 JULY 2015 | TIME
12PM TO 8PM

VENUE
CATHAY GREEN
(OPPOSITE THE CATHAY)
NEAREST MRT STATIONS:
DHOBY GHAUT, BRAS BASAH

Register for FREE talks and workshops at www.cg.com.sg

Think tree climbing is child's play?

Every year, professional tree climbing competitions are organised worldwide for working arborists to showcase their skills. Come cheer the greatest climbers from seven Asia Pacific countries as they battle it out to represent the region at the International Tree Climbing – World Championship in USA.

Take part in fun and engaging activities for the whole family at the Carnival to discover professional skills in arboriculture work and a deeper appreciation of trees.

HIGHLIGHTS

25 & 26 July
12pm to 8pm
Tree Climbing Championships
Arboriculture Training and Career Advisory
Bazaar and Live Music Performance

2.30pm to 5.30pm
Children Crafts Workshop

Supported by:

For more information, visit
www.cuge.com.sg/aptcc2015 or call 64650288

Taken from http://www.cheekiemonkie.net/2015/07/15-youth-day-long-weekend-kids-activities.html

Section B

Text 2

The text below describes the actions of Kino and Juana after their baby got stung by a scorpion. Read it carefully and answer Questions 6 – 18.

1 The screams of the baby brought the villagers. Out of their straw houses they poured. Many blocked the entrance while behind them others tried to look in, and one small boy crawled among legs to have a look. And those in front passed the word back to those behind - "Scorpion. The baby has been stung."

2 All of these people knew about the scorpion. An adult might be very ill from the sting, but a baby could easily die from the poison. First, they knew, would come swelling and fever and tightened throat, and then cramps in the stomach, and then Coyotito might die if enough of the poison had gone in. But the stinging pain of the bite was going away. Coyotito's screams turned to moans.

3 Kino had wondered often at the iron in his patient, fragile wife. She, who was obedient and respectful and cheerful and patient, could bear physical pain with hardly a cry. She could stand fatigue and hunger almost better than Kino himself. In the boat she was like a strong man. And now she did a most surprising thing.

4 "The doctor," she said. "Go to get the doctor."

5 The word was passed out among the neighbours where they stood close-packed in the little yard behind the brush fence. And they repeated among themselves, "Juana wants the doctor." A wonderful thing, a memorable thing, to want the doctor. To get him would be a remarkable thing. The doctor never came to the cluster of straw houses. Why should he, when he had more than he could do to take care of the rich people who lived in the stone and plaster houses of the town?

6 "He would not come," the people in the yard said.

7 "He would not come," the people in the door said, and the thought got into Kino.

8 "The doctor would not come," Kino said to Juana.

9 She looked up at him, her eyes as cold as the eyes of a lioness. This was Juana's first baby - this was nearly everything there was in Juana's world.

10 "Then we will go to him," Juana said, and with one hand she arranged her dark blue shawl over her head and made of one end of it a sling to hold the moaning baby and made of the other end of it a shade over his eyes to protect him from the light. The people in the door pushed against those behind to let her through. Kino followed her. They went out of the gate to the rutted path and the neighbours followed them.

11 The thing had become a neighbourhood affair. They made a quick soft-footed procession into the centre of the village and the yellow sun threw their black shadows ahead of them so that they walked on their own shadows.

12 They came to the place where the straw houses stopped and the city of polished stone and plaster began, the city of harsh outer walls and inner cool gardens

where a little water played and the bougainvillea crusted the walls with purple and brick-red and white. They heard from the secret gardens the singing of caged exotic birds and heard the splash of cooling water on hot flagstones. The procession crossed the blinding plaza and passed in front of the church. It had grown now, and on the outskirts the hurrying newcomers were being softly informed how the baby had been stung by a scorpion, how the father and mother were taking it to the doctor.

Adapted from 'The Pearl' by John Steinbeck

Section C

Text 3

The following passage describes the lives of different groups of forest dwellers. Read it carefully and answer Questions 19 – 24 in the Question Booklet.

1 An essential part of the life and make up of a forest is the people who live there. Originally, there were populations of forest dwellers in all of them, but over the centuries and especially in the last hundred years of so, their numbers have declined, partly due to the fact that they have been persecuted by outsiders arriving and wanting to make money from whatever they could obtain in the forest, and partly because they have abandoned their original way of life and made for the nearest town so that they can enjoy the benefits of civilisation. Just recently, a third threat to their numbers has been added, and that is, with the developed world's insatiable demand for everything this planet has to offer, rainforests are being destroyed at such a rate that the entire habitat in which the forest dwellers live is fast vanishing.

2 However, in addition to the traditional forest dwellers, most rainforests have small populations of people who have moved into them from elsewhere, for a variety of reasons. They might be poor folk who have not been able to make a living in conventional ways in the towns and have thought they could escape the rat race by setting up their homes in the forest and, by growing a bit of food, live off the land. Of course, it is never so easy and usually these people live in the most abject poverty, suffering severe malnourishment and high infant mortality, and trapped in a life that they can never get out.

3 Other forest communities were originally set up by people escaping from the law, some were conventional criminals and for a time they were joined by escapees from the notorious penal colony of Devil's Island. In some places, other interesting communities moved into the forest. In the northern forests of South America are villages of Boni, the descendants of escaped slaves who had been imported to service the sugar and rubber plantations of the area.

4 Devil's Island was located in French Guiana, a heavily forested region on the north-eastern coast of South America. Most of the French convicts, having completed their sentence, were not allowed to return to France until they had endured a number of years as 'free men' in French Guiana, a period equivalent to the length of their original sentence.

5 Many forest dwellers, regardless of their origin, had no money, contacts or resources, and they had nowhere else to go as they had no roots in the cities and towns. Many died in the most appalling circumstances. There are still a very few living in these communities, some of them only just surviving by begging, in appalling health and dreadful conditions. Only a very few have managed to find work to sustain themselves.

Adapted from 'The Mighty Rainforest' by John Nichol

CANBERRA SECONDARY SCHOOL

2016 Semestral Assessment 1

Secondary Two Express

ENGLISH LANGUAGE
1128/02

3 May 2016
1 hour 50 minutes
1120h – 1310h

Name: _____ ( ) **Class:** _____

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black ink pen on both sides of the paper.
Do not use staples, paper clips, glue or correction fluid.

Answer **all** questions.

Write your answers in the Question Booklet.

The Insert contains the texts for all sections.

Use the foolscap paper provided for your summary draft work.
Write your summary on the Summary Writing Answer Sheet provided.
Tie your summary draft with your Summary Writing Answer Sheet.
At the end of the examination, hand in the Summary Writing Answer Sheet **separately**.

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

Do not turn over the paper until you are told to do so.

	Marks Awarded	Max Marks
Section A		5
Section B		20
Section C		10
Summary		15
Total		50

This answer booklet consists of 7 printed pages including the cover page.

Setter: Ms Deborah Chua

Section A [5 marks]

Refer to Text 1 on Page 2 of the Insert for Questions 1 – 5.

1 What is the purpose of this poster?

.....

..... [1]

2 Based on the poster, who do you think is the target audience?

.....

..... [1]

3 What does the phrase 'battle it out' suggest about the nature of the event?

.....

..... [1]

4 Based on the text in the poster, what does an arborist work with?

.....

..... [1]

5 Other than capturing the audience's attention, what is the other purpose of the question 'Think tree climbing is child's play?'?

.....

..... [1]

Section B [20 marks]

Refer to Text 2 on Pages 3 – 5 of the Insert for Questions 6 – 18.

6 What does the word 'poured' (line 2) suggest about the way the villagers were moving?

.....

..... [1]

7 Explain fully why a scorpion's sting is dangerous to a baby.

.....

.....

..... [2]

8 List all the effects of a scorpion sting.

.....

..... [1]

9 a) What does the word 'iron' (line 10) suggest about Juana's personality?

.....

..... [1]

b) What does the word 'fragile' (line 10) suggest about Juana's physique?

.....

..... [1]

10 With reference to paragraph 3, suggest what Kino and Juana do for a living and explain why.

.....

.....

..... [2]

11 Explain fully why the doctor 'never came to the cluster of straw houses' (lines 18 – 29).

.....

.....

..... [2]

12 The writer repeated the phrase 'would not come' (lines 21 – 23) 3 times.

What is his intention of doing that?

.....

..... [1]

13 In your own words, explain how the procession moved to see the doctor.

.....

.....

..... [2]

14 a) The author described the city as 'the city of polished stone and plaster' (lines 35 – 36).

What does the phrase suggest about the standard of living in the city?

.....

..... [1]

b) Other than the phrase quoted above, give two more pieces of evidence to support your answer in (a). Answer in your own words.

.....

.....

..... [2]

15 What does the word 'crusted' (line 37) suggest about the bougainvillea?

.....

..... [1]

16 Pick a word from paragraph 12 which suggests that people in the city value their privacy.

.....

..... [1]

17 What does 'it' in line 40 refer to?

.....

..... [1]

18 What does the phrase 'softly informed' (lines 41 – 42) suggest about how the villagers were feeling?

.....

..... [1]

Section C [25 marks]

Refer to Text 3 on Page 5 of the Insert for Questions 19 – 24.

19 What does the word 'especially' (line 3) suggest about the number of forest dwellers in the last 100 years?

.....

..... [1]

20 Who does 'they' refer to in the following lines?

Line 5: .....

Line 7: ..... [1]

21 Explain fully why forests are fast vanishing (line 11).

.....

.....

..... [2]

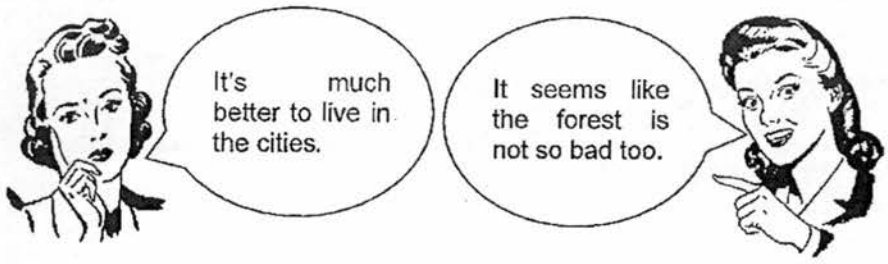
22 In your own words, explain why people who move from the cities to the forests are usually worse off.

.....

.....

..... [3]

23



Martha Elizabeth

a) In your own words, give two pieces of evidence to support Elizabeth's view.

.....

..... [2]

b) Identify a phrase from the passage which supports Martha's view.

.....

..... [1]

24 **Using your own words as far as possible**, summarise the different groups of people living in the forest and how their lives were often miserable.

Use only information from paragraphs 3 to 5 from Text 3.

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

Forest communities were originally made up of... [15]

End of Paper

Summary Writing Answer Sheet
Secondary Two Express

Name: _____ ( ) Class: _____

Date: _____ Marks: / 15

24 *From Text 3*

Using your own words as far as possible, summarise the different groups of people living in the forest and how their lives were often miserable.

Use only information from paragraphs 3 – 5.

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

Forest communities were originally made up of _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

No. of words: _____

CANBERRA SECONDARY SCHOOL

2016 Semestral Assessment 1

Secondary Two Express

ENGLISH LANGUAGE
1128/03

9 May 2016
Approximately 45 mins
0800h – 0845h

Name: _____ ( ) **Class:** _____

READ THESE INSTRUCTIONS FIRST

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

Write your full name, class and index number in the spaces provided on the question paper.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.

Answer **all** questions.
Write your answers in the spaces provided on the Question Booklet.
You may take notes as you listen to the recording.

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

FOR MARKER'S USE	
Marks Awarded	Max Marks
	30

This question paper consists of 7 printed pages including the cover page.

Setter: Mr Nicholas Zeng

Part 1
Questions 1 – 6

You will hear three different extracts. For questions 1 to 6, tick the answer (A, B, C or D) which fits best according to what you hear. There are two questions for each extract.

You will hear each extract **twice.**

Extract 1

1. Why was the female teenager so busy during the holidays?

- ☐ **A** She had a job.
- ☐ **B** She had homework and chores to complete.
- ☐ **C** She was out with her friends all the time.
- ☐ **D** She had homework and CCA commitments.

2. Which of the following statements most accurately conveys the male teenager's reaction to the female teenager's sharing about her favourite art installation?

- ☐ **A** He thinks she is boring.
- ☐ **B** He is enthusiastic about going to see the exhibition at the ArtScience Museum.
- ☐ **C** He thinks she should spend her time more productively.
- ☐ **D** He is unenthusiastic about going to see the exhibition at the ArtScience Museum.

Extract 2

3. Which of the following statements is incorrect?

☐ A	Both parents are amazed that children travel with their schoolmates even before they become teenagers.
☐ B	The father did not want his son to go to China initially.
☐ C	The 11-year-old was keen for his parents to be chaperones on his school trip.
☐ D	The 11-year-old boy will have many opportunities to practise Mandarin on his trip.

4. How do the two parents feel about learning journeys on the whole?

☐ A	They are beneficial.
☐ B	They are dangerous.
☐ C	They are too expensive.
☐ D	They should not be encouraged.

Extract 3

5. Why did Dr Tan enter medical school?

☐ A	He had a childhood dream to be a doctor.
☐ B	His parents wanted him to be a doctor.
☐ C	He had unexpected good results at the 'A' level examinations.
☐ D	He wanted to work in China as a missionary.

6. Which of these prove that Dr Tan is a 'wandering saint'?

☐ A	He was in the army for a long time.
☐ B	He was a medical missionary in China.
☐ C	He walked around University Town.
☐ D	He teaches at the National University of Singapore.

Part 2
Questions 7 – 12

You will hear six short recordings. In each recording, a person talks about the type of movies he or she enjoys.

For questions 7 -12 choose from the list **(A-G)** what he or she likes about movies. There is one extra letter which you do not need to use. DO NOT USE ANY LETTER MORE THAN ONCE.

You will hear the six recordings **twice.**

A I enjoy a good laugh when I watch movies.

7 Speaker 1.....

B I love happy endings in romantic films.

8 Speaker 2.....

C I like scary movies.

9 Speaker 3.....

D I adore movies based on books.

10 Speaker 4.....

E I enjoy action like fighting or racing in movies.

11 Speaker 5.....

F I love movies that keep me on the edge of my seat and leave me in suspense.

12 Speaker 6.....

G I love shows with great costumes.

Part 3
Question 13

You will hear a recording about the Japanese kimono.

For Question 13, choose from the list **(A-F) four** pieces of information which are stated or implied in the recording. Put a tick (√) for each piece of information.

No marks will be awarded if you tick more than four pieces of information.

You will hear the recording **twice.**

		Stated/implied in the text
A	The Japanese kimono is worn frequently by ordinary folk.	[.....]
B	The kimono is sometimes like an art piece.	[.....]
C	Silk made kimonos are easy to maintain.	[.....]
D	Decoration on a kimono is embroidered, dyed or painted.	[.....]
E	Polyester kimonos are easier to maintain as compared to silk kimonos.	[.....]
F	A kimono may indicate one's family background.	[.....]

Part 4
Questions 14 – 21

You will hear an extract about Cambodia.

As you listen, take note of the main ideas and details.

Complete the graphic organiser.

You will hear the recording **twice.**

Example: Cambodia is one of the world's *poorest* countries.

CAMBODIA

Main Idea Revenue	***Main Idea*** LS2 Hydropower project	***Main Idea*** (18) _____	***Main Idea*** Angkor Archaeological Park
• Foreign investment from China and (14) _____ • Increasing (15) _____ revenue • Offshore oil and gas reserves • Garment industry: (16) _____ of exports • Subsistence rice farming	• Threatens villagers' lives • Fisheries and (17) _____ affected	• For example a 3D printing company – (19) _____ technology • benefit from (20) _____ and a low cost of living	• (21) _____ square kilometers • spectacular remains from the Khmer Empire, from 9th to 15th century

Part 5
Question 22

You will hear a lady speaking about her unique work on a farm in the United Kingdom.

As you listen, complete the notes. You do not need to write in full sentences.

You will hear the recording **only once.**

Jamie's Farm

- aspires to .....
- re-engages vulnerable children and acts as a catalyst for change
- provides a ..... and a grueling follow-up process
- work on the farm as an employee
    - back breaking work
    - ..... youth
- work on the farm as a youth at risk
    - ..... with animals
    - .....
    - plant seeds

End of Paper

Canberra SS ANS

Suggested Answers

Situation	Assembly speech to the Sec 1 students
Purpose	To inform and persuade Sec 1 students to sign up for two June elective activities
Audience	Sec 1 students
Tone	Enthusiastic, persuasive
I am...	Member of Outdoors Activity Club
Content/Criteria	Why taking part in outdoor adventure activities is important -Build ruggedness, independence and team-building -Nurture a deeper appreciation of nature and the need to take care of our environment -Part of holistic education and student development Two activities you have chosen and reasons why they will appeal to the Secondary 1 students Important to focus on two activities and also to give the relevant reasons why they will be appealing Details on how to sign up It would be important to give the details on how to sign up in order to facilitate students' sign-up rate Why it is important that all of them participate in the activities The benefits to both the individual level and also to help the school in planning the necessary resources to allocate for the activities Also to provide the students with the experiences which might help strengthen bonding amongst the students and boost class/ level spirit and camaraderie

Canberra SS

Studying in a group is more effective than studying alone. Do you agree?

Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
		✓		✓	
Key words Key focus	Studying- How do the students define studying Group- What is their definition of a group More effective- a definition of effectiveness and a comparison to studying alone is required Personal recount – Focus on: - The purpose of studying and also what is defined as effectiveness - The impact on the results or output of the project; - thoughts and feelings during studying Specific things that were learned - How studying in both a group and alone has taught you those things Argumentative: - The reason one is more or less effective than the other - The pros and cons of each side				

Do you prefer to spend time with your friends or with your family? Explain your answer.

Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
			✓	✓	
Key words Key focus	Prefer- How do the students define prefer and spend time Friends- What does this term mean to the students and why Family- How is this defined by the students Argumentative: - The reason(s) one is more or less preferred than the other - The pros and cons of each side Reflective-Focus on: - The activities and bonding that takes place when with both friends and family I - The time/ frequency, occasions and opportunities for such spending of time - The emotions and feelings that one experiences when one is spending time with each category				

Write about a time when you spoke to someone kindly, and how it affected the person and yourself.

Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
		✓	✓		
Key words Key focus	a time- Students to write about a particular occasion spoke- It is important that speaking was done kindly- The manner and tone of the speech, along with the content is important affected- The change that occurred as a result of the speech and important to include both the person who was spoken to and also the speaker Personal recount – Focus on: The details of the occasion which would include the time and place, the reason for the kind speech and also the impact of the speech for both parties Reflective: - Specific things that were learned - What the incident meant to both parties				

Is it better to study in a single-gender school or a co-educational (both genders) school?

Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
			✓	✓	
Key words Key focus	Better- a comparison needs to be done Study- a definition is required Single-gender school- a definition is also required, perhaps with an example or two Co-educational school- as above Argumentative: - The pros and cons of studying in both a single-gender school and a co-educational school need to be given and also elaborated - There has to be a definite preference at the end - Reasons for the preference need to be provided and expanded upon.				

Canberra SS

ANSWERS – Secondary 2 Express (SA1) 2016

Part 1	Part 2	Part 3	Part 4
1 D	**7** C	**13** B (1 mark)	**14** Vietnam
2 B	**8** D	D (1 mark)	**15** tourism
3 C	**9** B	E (1 mark)	**16** 80%
4 A	**10** F	F (1 mark)	**17** biodiversity
5 C	**11** A		**18** start-up companies
6 B	**12** E		**19** cutting-edge
(1 mark each)	(1 mark each)	(1 mark each)	**20** cheap Internet
			21 over 400
			(1 mark each)

Part 5

22 cultivate change	(1 mark)
(unique) residential experience	(2marks)
counselling	(1 mark)
work	(1 mark)
cook their own food	(1 mark)

Editing Answer Sheet ANSWERS

Name: _____ ( ) Class: _____

Date: _____ Marks: / 10

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about food preservation. 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 the 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. ____√____

Men have preserved their foods from ancient times in order	
to keep the results of harvesting for winter months, for resale,	1. √
for storage, and for transport from sea to inland, overseas,	2. Transporting (WF)
or cross-country. To do so, they generally use nature's methods,	3. used (T)
which were drying, parching and fermenting. Parching is the most	4. are (T)
natural method, but by many thousands of years, others have	5. for (Prep)
also been used. Direct fermentation of liquids, usually by the	6. √
introduction on yeast, has not only preserved liquids but also	7. of (Prep)
enhanced its quality, the same of course applying to salting.	8. their (SVA)
Smoking has preserve, and sometimes improved both fish	9. preserved (T)
and meat. Hickory wood is generally used by the fires, and natural	10. for. (Prep)
juices are contained by a slight coating of wood creosote.	

Editing Answer Sheet ANSWERS

For teacher use only

Using your own words as far as possible, summarise the different groups of people living in the forest and how their lives were often miserable.	
Other forest communities were originally set up by (1) people escaping from the law, some were (2) conventional criminals and for a time they were joined by (3) escapees from the notorious penal colony of Devil's Island. In some places, other interesting communities moved into the forest. In the northern forests of South America are villages of Boni, the (4) descendants of escaped slaves who had been imported to service the sugar and rubber plantations of the area.	**1. Those on the run from the law** **2. Lawbreakers / people committing illegal actions** **3. Escapees from prison (*either Devil's Island OR penal colony are OK)*** **4. Offspring of escaped slaves**
Devil's Island was located in French Guiana, a heavily forested region on the north-eastern coast of South America. Most of the French convicts, having completed their sentence, (5) were not allowed to return to France until they had endured a number of years as "free men" in French Guiana, a period equivalent to the length of their original sentence.	**5. French criminals were stuck in French Guiana, barred from returning to France before they served double their sentence** ***(either "not allowed to <u>return"</u> or <u>where</u> they were forced to stay (ie French Guiana) is required)***
Many forest dwellers, regardless of their origin, (6) had no money, contacts or resources, and they had (7) nowhere else to go as they had no roots in the cities and towns. Many died in the most appalling circumstances (*not required – why their lives were miserable).* There are still a very few living in these communities, some of them only just (8) surviving by begging, (9) in appalling health and dreadful conditions. (10) Only a very few have managed to find work to sustain themselves.	**6. Deprived of cash and friends (*two of the three – money, contacts, resources – required for the mark)*** **7. Could not settle anywhere else** **8. Made a living by begging** **("made a living" / "resort to" – the sense that this is how they survived / they are in a desperate state and this drove them to begging - is needed. "end up begging" – 0m)** **9. In bad health and terrible living conditions (*both required)*** **(serious health – 0m** **Dreadful health and conditions or similar – 0m)** **10. A great number were jobless *(either 'only' or 'very few' required)***

For teacher use only

	Only some – 1m Very few – 1m Some / few – 0m

Forest communities were originally made up of...

(1) those on the run from the law such as (2) lawbreakers and (3) escapees from prison, (4) the offspring of escaped slaves, and (5) French criminals who lived in forested French Guiana after completing their sentences because they were barred from returning to France (6) Deprived of cash and friends, (7) all these people could not settle anywhere else except in forests. (8) Many made a living by begging while (9) living in bad health and enduring terrible living conditions. (10) A great number were jobless.

(77 words) [for 10 points]

Answer Scheme

Section A [5 marks]

Refer to Text 1 on Page 2 of the Insert for Questions 1 – 5.

1 What is the purpose of this poster?

To encourage audience to take part in the event. [1]
X to encourage people to take part in the competition.

2 Based on the poster, who do you think is the target audience?

Families. [1]

3 What does the phrase 'battle it out' suggest about the nature of the event?

It is a competitive event/ competition. [1]

4 Based on the text in the poster, what does an arborist work with?

Trees. [1]

5 Other than capturing the audience's attention, what is the other purpose of the question 'Think tree climbing is child's play?'?

To highlight/emphasize that tree climbing is a challenging activity/ tree climbing is a professional sport. [1]

Section B [20 marks]

Refer to Text 2 on Pages 3 – 5 of the Insert for Questions 6 – 18.

6 What does the word 'poured' (line 2) suggest about the way the villagers were moving?

They moved out very quickly. [1]

7 Explain fully why a scorpion's sting is dangerous to a baby.

A scorpion's sting is dangerous to a baby because they are not strong enough to withstand the poison [1] so they could easily die from the poison [1].

8 List all the effects of a scorpion sting.

Swelling, fever, tightened throat and cramps in the stomach. [1]
Note: all 4 effects must be stated to be awarded 1m.

9 a) What does the word 'iron' (line 10) suggest about Juana's personality?

She was a strong/resilient/determined person. [1]

b) What does the word 'fragile' (line 10) suggest about Juana's physique?

She's skinny/petite. [1]
X She is a weak person.
Accept: She looks weak.

10 With reference to paragraph 3, suggest what Kino and Juana do for a living and explain why.
They were fishermen/ boatmen [1] because they owned a boat. [1]

11 Explain fully why the doctor 'never came to the cluster of straw houses' (lines 18 – 29).

The doctor was never in the village because he had more than he could do to take care of the rich people [1] and did not have time to treat the poorer villagers/ he could earn more from the rich people [1].

12 The writer repeated the phrase 'would not come' (lines 21 – 23) 3 times.

What is his intention of doing that?

To emphasise the message. [1]

13 In your own words, explain how the procession moved to see the doctor.

The procession moved quietly [1] and speedily [1].

Keywords: quick & soft-footed

14 a) The author described the the city as 'the city of polished stone and plaster' (lines 35 – 36).

What does the phrase suggest about the standard of living in the city?

The standard of living in the city is high. [1]

b) In your own words, give two pieces of evidence to support your answer in (a).

The people living in the city are rich because they have gardens with water fountains [1] and owned rare birds as pets [1].

Rephrase: 'cool gardens where little water played' and 'singing of caged exotic birds'.

15 What does the word 'crusted' (line 37) suggest about the bougainvillea?

There was so much bougainvillea that the wall is covered in them. [1]

16 Pick a word from paragraph 12 which suggests that people in the city value their privacy.

Secret. [1]

17 What does 'it' in line 40 refer to?

The procession. [1]
Accept: Group made up of villagers.

18 What does the phrase 'softly informed' (line 41) suggest about how the villagers were feeling?

They felt uneasy in the city because they did not belong there. [1]

Section C [25 marks]

Refer to Text 3 on Page 5 of the Insert for Questions 19 – 24.

19 What does the word 'especially' (line 3) suggest about the number of forest dwellers in the last 100 years?

That it had fallen significantly [1] in the past century.

20 Who does 'they' refer to in the following lines?

Line 5: **Outsiders**

Line 7: **Forest dwellers [1]**

Note: both answers must be correct before 1m is awarded.

21 Explain fully why forests are fast vanishing (line 11).

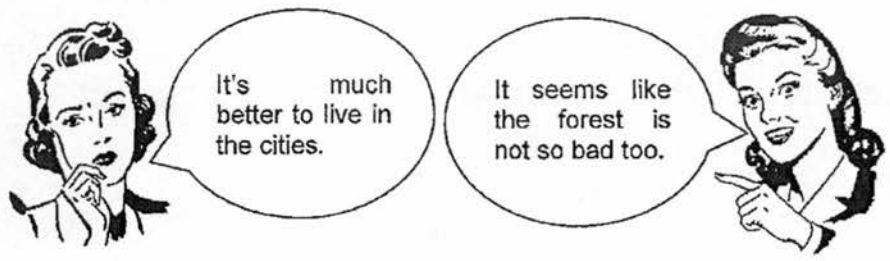
Forests are fast vanishing due to the developed world's insatiable demand for everything the planet has to offer [1] causing the trees in the forests to be cut down and used as natural resources. [1]

22 In your own words, explain why people who move from the cities to the forests are usually worse off.

Many of them suffer because they are extremely poor [1], do not have enough food for nutrients [1], and their children die young [1].

Rephrase: abject poverty, severe malnourishment, high infant mortality.

23



Martha Elizabeth

a) In your own words, give two pieces of evidence to support Elizabeth's view.

Forest dwellers can grow food in the forest [1] and not be subjected to the stressful city lifestyle [1].

Rephrase: live off the land, escape the rat race

b) Identify a phrase from the passage which supports Martha's view.

The phrase is '(enjoy the) benefits of civilization'. [1]

24 **Using your own words as far as possible**, summarise the different groups of people living in the forest and how their lives were often miserable.

Use only information from paragraphs 3 to 5 from Text 3.

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

Forest communities were originally made up of... [15]

Using your own words as far as possible, summarise the different groups of people living in the forest and how their lives were often miserable.	
Other forest communities were originally set up by (1) people escaping from the law, some were (2) conventional criminals and for a time they were joined by (3) escapees from the notorious penal colony of Devil's Island. In some places, other interesting communities moved into the forest. In the northern forests of South America are villages of Boni, the (4) descendants of escaped slaves who had been imported to service the sugar and rubber plantations of the area.	**1. Those on the run from the law** **2. Lawbreakers / people committing illegal actions** **3. Escapees from prison** **4. Offspring of escaped slaves**
Devil's Island was located in French Guiana, a heavily forested region on the north-eastern coast of South America. Most of the French convicts, having completed their sentence, (5) were not allowed to return to France until they had endured a number of years as 'free men' in French Guiana, a period equivalent to the length of their original sentence.	**5. French criminals were stuck in French Guiana, barred from returning to France before they served double their sentence**
Many forest dwellers, regardless of their origin, (6) had no money, contacts or resources, and they had (7) nowhere else to go as they had no roots in the cities and towns. Many died in the most appalling circumstances (*not required – why their **lives** were miserable*). There are still a very few living in these communities, some of them only just (8) surviving by begging, (9) in appalling health and dreadful conditions. (10) Only a very few have managed to find work to sustain themselves.	**6. Deprived of cash and friends (*two of the three – money, contacts, resources – required for the mark*)** **7. Could not settle anywhere else** **8. Made a living by begging** **9. In bad health and terrible living conditions (*both required*)** **10. A great number were jobless** *(either 'only' or 'very few' required)*

Forest communities were originally made up of...

(1) those on the run from the law such as (2) lawbreakers and (3) escapees from prison, (4) the offspring of escaped slaves, and (5) French criminals who lived in

forested French Guiana after completing their sentences because they were barred from returning to France (6) Deprived of cash and friends, (7) all these people could not settle anywhere else except in forests. (8) Many made a living by begging while (9) living in bad health and enduring terrible living conditions. (10) A great number were jobless.

(77 words) [for 10 points]

Candidate Name: _____

Class:	
Index No:	

Chong Boon Secondary School
Mid-Year Examination 2016
Secondary 2 Express
English Language

Paper 1 Writing **1128/01**

29 April 2016 (Friday) **1 hour 50 minutes**

INSERT

READ THESE INSTRUCTIONS FIRST

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

This insert contains **Section A.**

Write your answers in the spaces provided.

Fasten the completed **Section A** Insert to your Answer Paper.

For Examiner's Use	
Section A	/10
Section B	/30
Section C	/30
Total	/70

*This document consists of **2** printed pages (including this cover page).*

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about cherry blossoms. The first and the last lines are correct. For eight of the lines, there is <u>one</u> 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 <u>incorrect</u>, circle the incorrect word and write the correct word in the space provided. The correct word you provide <u>must not change the original meaning</u> of the sentence.

Examples:

I arrived (to) my destination at 2 pm. .....at.....

My mother always wears sensible clothes. .....√.....

It is "hanami" season again. Literally translated to mean "flower

blooming", this is the time when many Japanese engages in 1 .....

the traditional custom of a outdoor party to enjoy the beauty 2 .....

of flower in the country, especially when the sakura or cherry 3 .....

blossoms are in bloom from late March to early April. However, 4 .....

Japan does not lay sole claims to cherry blossoms. Countries 5 .....

as far flung as Sweden, Canada or the United States sprout 6 .....

cherry blossoms during this period as well. The popularity in 7 .....

these blooms is undisputed. Here in Singapore, there has 8 .....

been a spike in visitors to Gardens by the Bay before it 9 .....

introduced the Blossom Beats floral display feature more 10 .....

than twenty varieties of cherry blossoms.

Adapted from "http://www.todayonline.com/lifestyle/travel/five-things-say-sound-cherry-blossom-expert"

Candidate Name: _____

Class:	
Index No:	

Chong Boon Secondary School
Mid-Year Examination 2016
Secondary 2 Express
English Language

Paper 1 Writing 1128/01

29 April 2016 (Friday) | **1 hour 50 minutes**

Additional Materials: Answer 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 the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

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

Section A is an Insert.
For **Section A** write your answers in the spaces provided on the Insert.
For **Section B** and **Section C** write your answers on the separate Answer Paper provided.
At the end of the examination, fasten 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	/10
Section B	/30
Section C	/30
Total	/70

Section B [30 marks]

You are advised to write between 200 and 300 words for this section.

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

You are a student writer for your school's newsletter. Recently, your school celebrated its 22nd Speech and Prize Presentation Day. The details of the programme are in the printout on page 3. You were there at the event and you observed the various segments of the event. You even interviewed a few students and teachers on their reactions to the programme.

Write an article for your school's newsletter, including the following:

- a title to attract readers' attention
- how your school celebrated the school's 22nd Speech and Prize Presentation Day
- the descriptions of the day's programme
- the reactions from the audience to the performances and the prize presentation
- how the event motivated your schoolmates and you

Write your article for your school's newsletter in clear, accurate English and in a lively, engaging tone to let your readers remember fondly the special event.

You should use your own words as much as possible.

22nd SPEECH & PRIZE PRESENTATION DAY
14 April 2016 (Thursday)
0900 – 1200 hrs
Theme: Soaring to Greater Heights
Guest-of-Honour: Dr Eric Hong Cho Tek

Programme:

9.30 am **Arrival of Guest of Honour in the hall**
9.35 am **School Song**
Principal's Speech
Guest of Honour's Speech
10.05 am **Concert Performance Part 1**
- A Cappella Performance and Dance Performance

The A Cappella Club will be performing "Fire" by Bruce Springsteen. This popular song has been rearranged and revitalised to give it a modern twist! The second piece is called "Alive" which is a special original song written by our very own Chong Boon student. This beautiful song is about the many struggles one faces in life, whilst still embracing the gift of being alive.

The Dance Society celebrates this joyous day with an energetic dance. They will be dancing to a mix of two songs by popular singers Becky G and Fergie.

10.15 am **Prize Presentation of School Academic Awards**
Prize Presentation of Co-Curricular Activity Awards

11.10 am **Vote of Thanks**
11.15 am **Concert Performance Part 2**
- National Cadet Corps Drill Display and Symphonic Band Performance

Watch the exciting performance by our very own National Cadet Corps Cadets who will perform two drills, choreographed and learnt all by themselves. The Precision Drills will feature moves such as the "Champagne", the "Flipper", the "Double Jumbo" and the "Ramesh Toss"!

The Symphonic Band will wrap up the event with two melodious pieces of music. Enjoy the music and be entertained by the band members.

11.25 am **Lunch Reception**

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 300 and 450 words on <u>one</u> of the following topics.

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

1 Describe some of your experiences in Singapore's parks or gardens. How important are these places in your life as a teenager in Singapore?

2 Write about a time when you went travelling with your family. Describe the experiences and what you learnt about the country from the journey.

3 What are the advantages and disadvantages of electronic devices such as tablets and smart phones?

4 "It is the duty of all children to look after their parents in their old age." How far do you agree with this statement?

Candidate Name: _____

Class:	
Index No:	

Chong Boon Secondary School

Mid-Year Examination 2016

Secondary 2 Express

English Language 1128/02

Paper 2 Comprehension

29 April 2016 (Friday) | **1 hour 50 minutes**

INSERT

READ THESE INSTRUCTIONS FIRST

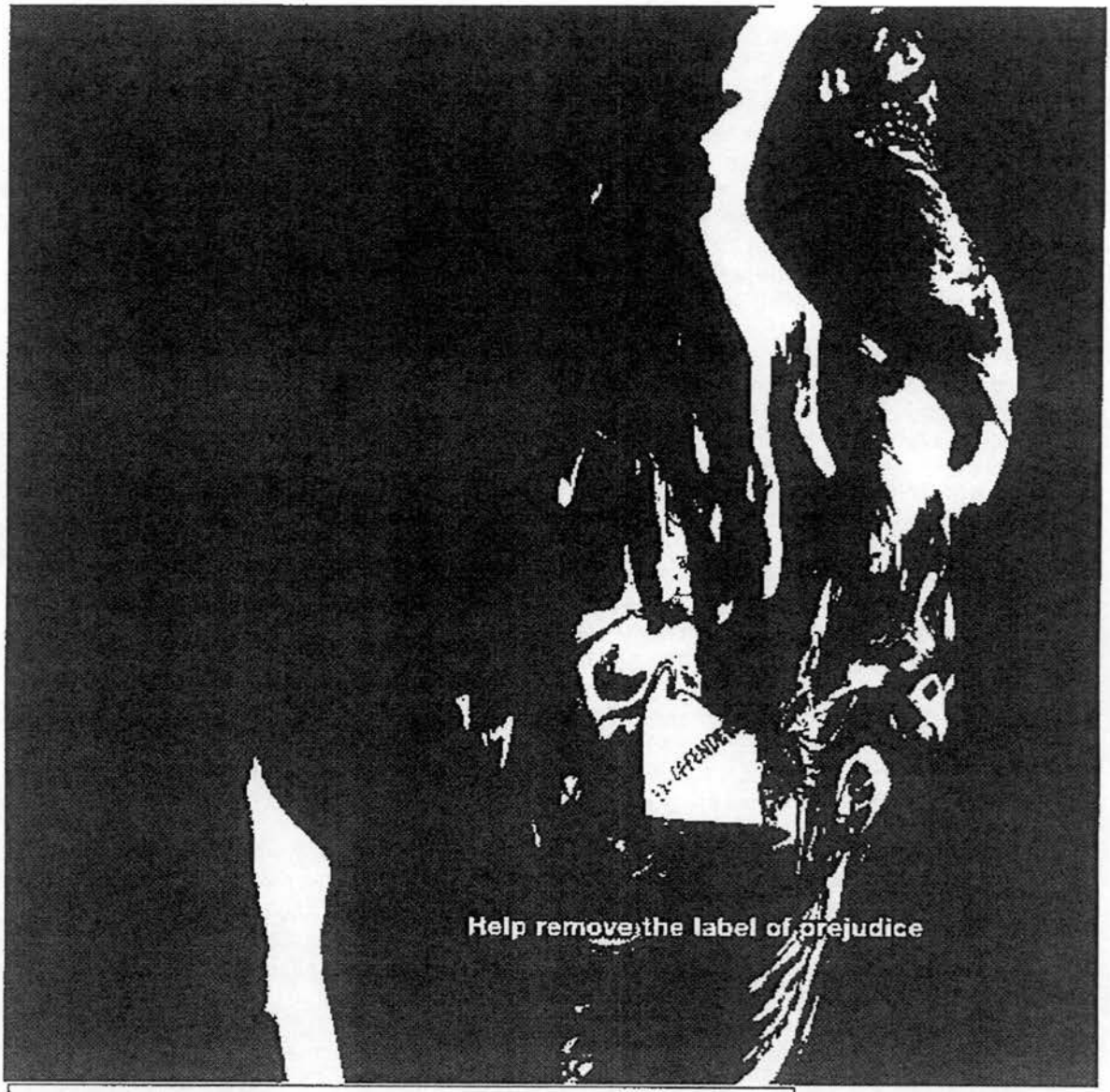
Do not open this booklet until you are told to do so.

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

Section A

Text 1

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



Every year more than 11,000 ex-offenders complete their sentences and are released from our prisons and drug rehabitation centres (DRCs). Yet many continue to carry the label, the label of our prejudice. You can help ex-offenders put their past behind them, beyond just words. Especially when they try their best at home, at work and in the community. Your actions can make the difference.

The Yellow Ribbon Project. Giving ex-offenders a second chance. Beyond just words.

Section B

Text 2

The text below recounts a turtle's egg-laying ritual which takes place in Kuala Terengganu. Read it fully and answer Questions 5 – 14 in the Question Paper Booklet.

Midnight on the Beach

1 Each year between May and September, more than 1000 leatherback turtles come across the Pacific to nest along the shrot stretch of beach near Kuala Trengganu on the east coast of Malaysia. Throngs of tourists make a pilgrimage here to witness this awesome ritual.

2 In the murkiness of midnight, a group of people huddle together on the cool sand. They form speak in whispers. Suddenly, one man, their guide, raises a hand and everyone understands the cue. About 100 metres away, in the dim light of the half moon, a massive form has emerged from the waters and is lurching across the sand. With monumental effort, the creature heaves itself up toward the dunes, halting now and then in exhaustion.

3 At last, only 20 metres away, the plodding thumps cease. Waves of sand are flung in the air rhythmically as the creature begins to dig. The creature is a giant leatherback turtle, drawn by some strange instinct to deposit her eggs along this particular stretch of beach. Nervous and excitable when she first emerges from the sea, she is now wholly engrossed in her preparations for laying eggs. With quick sweeps of her powerful front flippers, she hollows out a narrow crevice in the sand. Then still undaunted by the surrounding sightseers and their flashing cameras, she positions her tail over the opening and begins to lay her eggs.

4 People take turns to touch her smooth black skin, flecked with bluish-white spots that all resemble bubbles of surf. Children audaciously pose for pictures on her back. Oblivious of these indignities, the creature continues depositing eggs. Her eyes are streaming tears and sand clings like a sugar coating to her body.

5 The leatherback is becoming an endangered species because a vast number of her eggs are being eaten by people. Here at Pantai Penyu (Turtle Beach) the Malaysian Government maintains a hatchery to protect them. A quota system limits the number of eggs which local residents may collect. The rest are guarded during their incubation period.

6 The giant leatherback is still laying eggs in the hollow. Two employees of the hatchery now join the circle of tourists and watch her closely. As soon as she leaves her nest, they will dig up her cache of eggs and transplant it within the enclosed hatchery. About eight weeks from now the eggs will hatch. When conditions are more favourable (often after a gentle rainfall) the tiny turtles will begin wriggling their way toward the surface. Although less than ten centimetres long they are perfect miniatures of their huge mother.

7 The baby turtles find their way at once to the sea. These first moments in the water are crucial, as they will have to brave the attacks of crabs, seagulls and hungry schools of fish. Here at Pantai Penyu the hatchlings are given a headstart: before sunrise they are carried past the breakers in fishing boats and dropped into the deeper waters of the South China Sea.

8 The great creature has deposited the last of her ninety eggs. Suddenly, she lunges aside covering her nest hole with a few scoops of her front flippers. Then she turns towards the water. Once again she labours across the sand in agonising thrusts. The crowd trails her to the surf. Finally, the sea comes to her, restoring her graceful ease, and she disappears into the waves.

Section C

Text 3

The article below is about thin and fat people. Read it carefully and answer Questions 15 – 21 in the Question Booklet.

That Lean and Hungry Look

1 In the first place, thin people aren't fun. They don't know how to goof off, at least in the best, fat sense of the word. They've always got to be adoing. Give them a coffee break, and they'll jog around the block. Supply them with a quiet evening at home, and they'll fix the screen door. They say things like "there aren't enough hours in the day." Fat people never say that. Fat people think the day is too long already.

2 Thin people make me tired. They've got speedy little metabolisms that cause them to bustle briskly. They're forever rubbing their bony hands together and eyeing new problems to "tackle". I like to surround myself with sluggish, inert, easy-going fat people, the kind who believe that if you clean it up today, it'll just get dirty again tomorrow.

3 Some people say the business about the jolly fat person is a myth, that all of us chubbies are neurotic, sick, sad people. I disagree. Fat people may not be chortling all day long, but they're a lot nicer than the wizened and shrivelled. Thin people turn surly, mean and hard at a young age because they never learn the value of a hot-fudge sundae for easing tension. Thin people don't like gooey soft things because they themselves are neither gooey nor soft. They are crunchy and dull, like carrots. They go straight to the heart of the matter while fat people let things stay all blurry and hazy and vague, the way things actually are. Thin people want to face the truth. Fat people know that there is no truth. One of my thin friends is always staring at complex, unsolvable problems and saying, "The key thing is ..." Fat people never say things like that. They know there isn't any such thing as the key thing about anything.

4 Thin people believe in logic. Thin people have a long list of logical things they are always spouting off to me. They hold up one finger at a time as they reel off these things, so I won't lose track. They speak slowly as if to a young child. The list is long and full of holes. It contains tidbits like "get a grip on yourself", "cigarettes kill", "cholesterol clogs", "as fit as a fiddle", "ducks in a row", "organise", and "sound money management." Phrases like that abound. Fat people see all sides. The sides fat people see are rounded blobs, usually grey, always vague and truly not worth worrying about.

5 Fat people know all about the mystery of life. They are the ones acquainted with the night, with luck, with fate, with playing it by the ear. One thin person I know once suggested that we arrange all the parts of a jigsaw puzzle into groups according to size, shape and colour. He figured this would cut the time needed to complete the puzzle by at least 50 per cent. I said I wouldn't do it. One, I like to muddle through. Two, what good would it do to finish early? Three, the jigsaw puzzle isn't the important thing. The important thing is the fun of four people (one thin person included) sitting around a card table, working a jigsaw puzzle. My thin friend had no use for my list. Instead of joining us, he went outside and did some gardening. The three remaining fat people finished the puzzle and made chocolate double-fudged brownies to celebrate.

6 The main problem with thin people is they oppress. Their good intentions, bony torsos, tight ships, neat corners, cerebral machinations and pat solutions loom like dark clouds over the loose, comfortable, spread-out, soft world of the fat. Long after fat people have removed their coats and shoes and put their feet up on the coffee table, thin people are still sitting on the edge of the sofa, looking neat as a pin, discussing the benefits of eating turnip. Fat people are heavily into fits of laughter, slapping their thighs and whooping it up, while thin people are still politely waiting for the punch line.

7 Fat people are convivial. They will like you even if you're irregular and have pimples all over your face. They will put your name in the pot. They will let you off the hook. Fat people will gab, giggle, guffaw, gallumph, gyrate and gossip. They are generous, giving and gallant. They are gluttonous and goodly and great. What you want when you're down is soft and jiggly, not muscled and stable. Fat people know this. Fat people have plenty of room, they will take you in. *45* *50*

Copyright Acknowledgements:
Text 1 © Yellow Ribbon Project; http://wardrobetrendsfashion.com/wp-content/uploads/2013/10/WTFSG-yellow-ribbon-project.jpg
Text 2 © Midnight on the Beach; http://www.oldschool.com.sg/
Text 3 © That Lean and Hungry Look; http://www.math.rutgers.edu/~sujith/lhl.html

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Candidate Name: _____

Class:	
Index No:	

Chong Boon Secondary School

Mid-Year Examination 2016
Secondary 2 Express
English Language 1128/02

Paper 2 Comprehension

29 April 2016 (Friday) | **1 hour 50 minutes**

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Candidates answer on the Question Booklet.

Write your class and candidate number on the cover sheet.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

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

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

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

Section A [5 marks]

Text 1

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

1 How does the line 'Help remove the label of prejudice' and the illustration highlight the problem that ex-offenders face after they are released from prison or DRCs?

.....

.....

.....

..... [2]

2 In the write up below the illustration, how does the poster personally involve the reader in this section?

.....

..... [1]

3 In the poster, the phrase 'beyond just words' is used. What is the intended message behind the phrase?

.....

..... [1]

4 Which sentence gives the main purpose of the poster?

.....

..... [1]

Section B [20 marks]

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

5 What is the 'awesome ritual' (line 3) the writer is referring to?

.....

.....

..... [1]

6 In the sentence 'Suddenly, one man, their guide, raises a hand and everyone understands the cue' (lines 5 – 6), what do they understand?

.....

.....

..... [1]

7 What does the phrase 'with monumental effort' (line 7) tell you about how the turtle moves along the sand and why it is moving as such?

(i) How? .....

.....

(ii) Why?.....

..... [2]

8 Identify two examples from Paragraph 3 which suggest that the turtle was familiar with the process it was undertaking.

.....

.....

.....

..... [2]

9 Quote **two** phrases from Paragraph 3 to show that the turtle is not bothered by the presence of the onlookers.

The first phrase is .....

The second phrase is..... [2]

10 What do the following words from Paragraph 4 suggest about how the children and the turtle are feeling?

(i) Based on the following *italicised* words,	**the children are feeling...**
Children *audaciously* pose for pictures on her back.	

(ii) Based on the following *italicised* words,	**the turtle is feeling...**
Oblivious of these indignities...	
Her eyes are *streaming tears*...	

[3]

11 List three predators that the baby turtles need to be wary of when entering the sea.

.....

..... [1]

12 'Suddenly, she lunges aside covering her nest hole *with a few scoops* of her front flippers. Then she *turns towards the water.*' (lines 35 to 37)

With reference to the words in italics, why do the turtle's actions appear to be based more on instinct than on genuine concern and need to protect her young?

.....

.....

.....

..... [2]

13 **In your own words,** describe the movements of the turtle on land and at sea.

.....

.....

.....

..... [2]

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

Main focus

an unexpected discovery	preventing accidents	a helping hand
preservation of species	shared responsibilities	poachers appear
an attack occurs	fulfilment of duty	an observed ritual

Flow chart

Paragraphs 1 – 3 **(i)** .....

↓

Paragraphs 5 – 6 **(ii)** .....

↓

Paragraph 7 **(iii)** .....

↓

Paragraph 8 **(iv)** .....

[4]

Section C [25 marks]

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

15 According to Paragraph 1, what are the two reasons which indicate that the writer does not favour thin people?

.....

.....

.....

..... [2]

16 **In your own words**, with reference to Paragraph 2, state what fat people believe in.

.....

.....

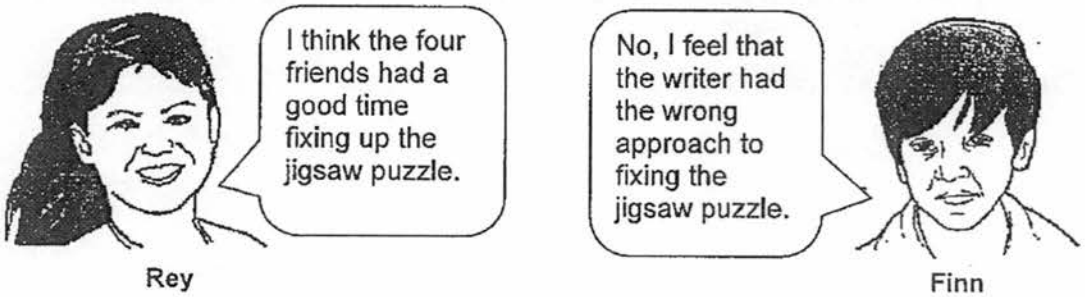
..... [1]

17 In Paragraph 4, identify the two phrases, each of five words, which suggest:

(i) constant boasting ..... [1]

(ii) a person to be in very good health ..... [1]

18 Here is part of a conversation between two students, Rey and Finn, who have read the article.



(i) Identify two examples from Paragraph 5 that Rey can use to support her argument.

.....

.....

.....

..... [2]

(ii) Explain how Finn would justify his position, with reference to lines 29 – 32.

.....

.....

..... [1]

19 With reference to lines 41 – 42, how did the writer describe thin people? **Answer in your own words.**

.....

.....

..... [1]

20 Explain the sentence 'Fat people have plenty of room, they will take you in' (lines 49-50). **Answer in your own words.**

.....

.....

..... [1]

21 **Using your own words as far as possible,** summarise what the writer feels are the positive attributes of fat people.

Use only material from Paragraphs 3 to 5 of Text 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.

The writer feels that one of the positive attributes of being fat is .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

No. of words: [15]

Chong Boon 8S ANS

Marking Scheme
Mid-Year Exam 2016
Setter: Kelly Cho

Section A [10 marks]

It is "hanami" season again. Literally translated to mean "flower blooming", this is the time when many Japanese engages in the traditional custom of a outdoor party to enjoy the beauty of flower in the country, especially when the sakura or cherry blossoms are in bloom from late March to early April. However, Japan does not lay sole claims to cherry blossoms. Countries as far flung as Sweden, Canada or the United States sprout. cherry blossoms during this period as well. The popularity in these blooms is undisputed. Here in Singapore, there has been a spike in visitors to Gardens by the Bay before it introduced the Blossom Beats floral display feature more than twenty varieties of cherry blossoms.

1 **engage (SVA)**
2 **an (A)**
3 **flowers (N)**
4 ✓
5 **claim (N)**
6 **and (C)**
7 **of (P)**
8 ✓
9 **after (WW)**
10 **featuring (Wf)**

Marking Scheme
Sec 2E EL Mid-Year Exam
Setter: Kelly Cho

Section B [30 marks]

Suggested Response

Consider PASTE:

Purpose:	Write an article about the 22nd Speech and Prize Presentation Day to let your readers remember fondly the special event.
Audience:	School mates and school staff
Situation:	• 22nd Speech and Prize Presentation Day was held on the 14 April 2016 • Programme as stated in Printout – you need to describe the individual programmes • You interviewed a few students and teachers on their reactions
Text-Type & Tone:	Article + Formal + Lively + Engaging
Elaboration on missing information:	• a title to attract readers' attention • how your school celebrated the school's 22nd Speech and Prize Presentation Day • the descriptions of the day's programme • the reactions from the audience to the performances and the prize presentation • how the event motivated your schoolmates and you

Title: e.g. Soaring to Greater Heights! / 22nd Speech and Prize Presentation Day

Para 1:
Report on the facts of the event: Who, When, Where, What, Why.

Para 2:
- how your school celebrated the school's 22nd Speech and Prize Presentation Day – refer to programme sheet

Para 3:
- the descriptions of the day's programme – 4 concert items + students' and teachers' reactions

Para 4:

- the descriptions of the day's programme – Prize presentation + students' and teachers' reactions and how the event motivated your schoolmates and you

Para 5:
Conclusion – memorable event.

Chong Boon 8S

Section C [30 marks]

1 Describe some of your experiences in Singapore's parks or gardens. How important are these places in your life as a teenager in Singapore?

Text Type: Mixed genre – Exposition & Personal recount

Suggested approach:

- Para 1: Exposition on parks and/or gardens in Singapore e.g. Bishan Park, Botanical Gardens
- Para 2: Describe one interesting experience at one of these places – e.g. Exercise / family outing / cross-country etc.
- Para 3: Describe another interesting experience at one of these places – e.g. Exercise / family outing / cross-country etc.
- Para 4: Explain how important are these places in your life as a teenager in Singapore
- Para 5: Conclusion

2 Write about a time when you went travelling with your family. Describe the experiences and what you learnt about the country from the journey.

Text Type: Personal Recount

Suggested approach:
Use language devices to enhance personal recount.
Focus must be on an overseas trip with your family.

- Para 1: introduction to hook readers / background of the trip – reasons why your family went on the trip etc.
- Para 2: describe in chronological order what happened during the trip (experiences)
- Para 3: describe in chronological order what happened during the trip (experiences)
- Para 4: what did you learn from about the country (people, culture, food etc)
- Para 5: resolution

3 What are the advantages and disadvantages of electronic devices such as tablets and smart phones?

Text Type: Discursive (Exposition)

Suggested approach:
Factual and persuasive writing.
Use of present tense
Use of PEEL structure

- Para 1: introduction to hook using Facts, Opinions, Rhetorical Question, Comparison, Establishing scope, Stand
- Para 2: Advantage #1 – easy access to information and communication (portable / wi-fi connection / telecommunication)
- Para 3: Advantage #2 – source of entertainment (games / social media)
- Para 4: Disadvantage #1 – Addiction (Too much time spent on the gadgets at the expense of other more urgent and important things e.g. family / studies)
- Para 5: Disadvantage #2 – always need upgrading – costly
- Para 6: Review, Rephrase, Recommend

4 "It is the duty of all children to look after their parents in their old age." How far do you agree with this statement?

Text Type: Argumentative

Suggested approach:
Use of present tense
Use of PEEL structure

- Para 1: introduction to hook using Facts, Opinions, Rhetorical Question, Comparison, Establishing scope, Stand – agree or disagree

	Agree	Disagree
Para 2:	Since parents were responsible for their children's care, there is a moral obligation for those children to take care of their parents when they become elderly.	Parents should be responsible to plan for their retirement and care.
Para 3:	Asian value. Filial piety. Need to show gratitude and repay them for bringing us up.	Children when they become adults will have their own children to look after.
Para 4:	It will be a burden on society if the children do not take care of them.	Sometimes when parents are sick in their old age and require lots of medical treatment, the children may not have the means to help. Government should step in to provide medical and financial assistance to these elderly people.
Additional point		Not all parents looked after their children well e.g. neglect / abuse etc.

- Para 5: Review, Rephrase, Recommend

CHONG BOON SECONDARY SCHOOL
Mid-Year Examination 2016
Secondary Two Express
English Language Paper 2
(ANSWER SCHEME)

SETTER: Benedict Lee

Section A [5 marks]

Text 1

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

1 How does the line 'Help remove the label of prejudice' and the illustration highlight the problem that ex-offenders face after they are released from prison or DRCs?

Ex-offenders are often stereotyped (similar to people with full-body tattoos) [1] **The post-it note is on the back of the offender and it requires the aid of others to remove it. / The offender is unable to remove the stereotype alone, just like the post-it note on his back.** [1]

2 In the write up below the illustration, how does the poster personally involve the reader in this section?

The writer does so through the use of pronouns 'you' and 'your' [1]

3 In the poster, the phrase 'beyond just words' is used. What is the intended message behind the phrase?

To help the ex-offenders, it requires actual actions not use words alone. [1]

4 Which sentence gives the main purpose of the poster?

Giving ex-offenders a second chance. [1]

Section B [20 marks]

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

From Paragraph 1:
Each year between May and September, more than 1000 leatherback turtles come across the Pacific to nest along the short stretch of beach near Kuala Terengganu on the east coast of Malaysia. Throngs of tourists make a pilgrimage here to witness this awesome ritual.

5 What is the 'awesome ritual' (line 5) the writer is referring to? **(LITERAL)**

It refers to leatherback turtles coming across the Pacific to nest along the short stretch of beach near Kuala Terengganu on the east coast of Malaysia. [1]

From Paragraph 2:
In the murkiness of midnight, a group of people huddle together on the cool sand. They speak in whispers. Suddenly, one man, their guide, raises a hand and everyone understands the cue. About 100 metres away, in the dim light of the half moon, a massive form has emerged from the waters and is lurching across the sand. With monumental effort, the creature heaves itself up toward the dunes, halting now and then in exhaustion.

6 In the sentence 'Suddenly, their guide raises a hand and everyone understands the cue' (lines 5 – 6), what do they understand? **(INFERENTIAL)**

They understand that they need to keep quiet. [1]

7 What does the phrase 'with monumental effort' (line 7) tell you about how the turtle moves along the sand and why it is moving as such?

How: The turtle requires a lot of energy to move. [1] Note: No mark for repetition of the word "effort".
Why: The turtle is very massive / heavy / huge / tiring or difficult to move on sand. [1]
(HOW LANGUAGE CREATES IMPACT)

8 Identify two examples from paragraph 3 which suggest that the turtle was familiar with the process it was undertaking. **(LITERAL)**

The turtle was drawn to that particular stretch of beach. [1] The turtle was digging into the sand rhythmically. [1]

From Paragraph 3:
At last, only 20 metres away, the plodding thumps cease. Waves of sand are flung in the air rhythmically as the creature begins to dig. The creature is a giant leatherback turtle, drawn by some strange instinct to deposit her eggs along this particular stretch of beach. Nervous and excitable when she first emerges from the sea, she is now wholly engrossed in her preparations for laying eggs. With quick sweeps of her powerful front flippers, she hollows out a narrow crevice in the sand. Then still undaunted by the surrounding sightseers and their flashing cameras, she positions her tail over the opening and begins to lay her eggs.

9 Quote **two** phrases from paragraph 3 to show that the turtle is <u>not bothered</u> by the presence of the onlookers.

(QUOTATION)

The first phrase is **"wholly engrossed".**
The second phrase is **"undaunted by the surrounding sightseers and their flashing cameras". [2]**

From Paragraph 3:
At last, only 20 metres away, the plodding thumps cease. Waves of sand are flung in the air rhythmically as the creature begins to dig. The creature is a giant leatherback turtle, drawn by some strange instinct to deposit her eggs along this particular stretch of beach. Nervous and excitable when she first emerges from the sea, she is now wholly engrossed in her preparations for laying eggs. With quick sweeps of her powerful front flippers, she hollows out a narrow crevice in the sand. Then still undaunted by the surrounding sightseers and their flashing cameras, she positions her tail over the opening and begins to lay her eggs.

10 What do the following words from Paragraph 4 suggest about how the children and the turtle are feeling?

(INFERENTIAL)

(i) Based on the following *italicised* words,	**the children are feeling...**
Children *audaciously* pose for pictures on her back.	**Brave / bold / fearless / disrespectful / ill-mannered**

(ii) Based on the following *italicised* words,	**the turtle is feeling...**
Oblivious of all these indignities...	**Indifferent / nonchalant / undaunted / not bothered / unawares**
Her eyes are *streaming tears...*	**Pain (no marks for sad).**

[3]

11 List three preadtors that the baby turtles need to be wary of when entering the sea. **(LITERAL)**

Crabs, seagulls and hungry schools of fish. [1]

From Paragraph 7:

The baby turtles find their way at once to the sea. These first moments in the water are crucial, as they will have to brave the attacks of crabs, seagulls and hungry schools of fish. Here at Pantai Penyu the hatchlings are given a headstart: before sunrise they are carried past the breakers in fishing boats and dropped into the deeper waters of the South China Sea.

From Paragraph 8
The great creature has deposited the last of her ninety eggs. Suddenly, she lunges aside covering her nest hole with a few scoops of her front flippers. Then she turns towards the water. Once again she labours across the sand in agonising thrusts. The crowd trails her to the surf. Finally, the sea comes to her, restoring her graceful ease, and she disappears into the waves.

12 'Suddenly, she lunges aside covering her nest hole *with a few scoops* of her front flippers. Then she *turns towards the water.*' (lines 37 to 39)

With reference to the words in italics, why do the turtle's actions appear to be based more on instinct than on genuine concern and need to protect her young?

(INFERENTIAL)

She did not cover the hole thoroughly (as she only covered with a few scoops of sand) [1] and she moved away as soon as that was done. [1]

13 **In your own words**, describe the movements of the turtle on land and at sea.**(INFERENTIAL AND VOCABULARY)**

On land, the turtle uses a lot of effort, moving painfully across the sand. [1]
In the sea, the turtle is able to move freely / effortlessly. [1]

NOTE: Do not lift "labours across", "agonising thrusts", "sea comes to her", "graceful ease"

14 The structure of the text reflects the main stages in the narrative. **(GLOBAL)**
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.

(i) an observed ritual
(ii) preservation of species
(iii) a helping hand
(iv) fulfilment of duty

1m each

Section C [25 marks]

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

15 According to paragraph 1, what are the two reasons which indicate that the writer does not favour thin people? **(LITERAL)**

The writer feels that thing people <u>are not fun people</u> to be around [1m]. He also feels that they <u>do not know how to take a break / goof off / let loose</u> [1m] once in a while.

From Paragraph 1:
In the first place, thin people aren't fun. They don't know how to goof off, at least in the best, fat sense of the word. They've always got to be adoing. Give them a coffee break, and they'll jog around the block. Supply them with a quiet evening at home, and they'll fix the screen door. They say things like "there aren't enough hours in the day." Fat people never say that. Fat people think the day is too long already.

16 **In your own words**, with reference to paragraph 2, state what fat people believe in. **(INFERENCE / OWN WORDS)**

Fat people believe in <u>doing only what is necessary</u> / <u>not doing more than required</u>. [1m]

NOTE: Do not lift "easy-going" "today... tomorrow"

From Paragraph 2:
Thin people make me tired. They've got speedy little metabolisms that cause them to bustle briskly. They're forever rubbing their bony hands together and eyeing new problems to "tackle". I like to surround myself with sluggish, inert, easy-going fat people, the kind who believe that if you clean it up today, it'll just get dirty again tomorrow.

17 In paragraph 4, identify the two phrases, each of five words, which suggest: **(VOCABULARY)**

(i) constant boasting: always spouting off to me [1m]
(ii) a person to be in very good health: as fit as a fiddle [1m]

Paragraph 4:
Thin people believe in logic. Thin people have a long list of logical things they are always spouting off to me. They hold up one finger at a time as they reel off these things, so I won't lose track. They speak slowly as if to a young child. The list is long and full of holes. It contains tidbits like "get a grip on yourself", "cigarettes kill", "cholesterol clogs", "as fit as a fiddle", "ducks in a row", "organize", and "sound money management." Phrases like that abound. Fat people see all sides. The sides fat people see are rounded blobs, usually grey, always vague and truly not worth worrying about.

18 Here is part of a conversation between two students, Rey and Finn, who have read the article.

(i) Identify **two** examples from paragraph 5 that Rey can use to support her argument.

(LITERAL)

They had fun sitting around the table / they had fun being in each other's company [1m] AND they celebrated completing the puzzle by making chocolate double-fudged brownies [1m]

(ii) Explain how Finn would justify his position, with reference to lines 29 – 32. **(INFERENCE)**

The writer's friend suggested that they arrange all the parts according to size, shape and colour <u>to complete the puzzle more efficiently / quicker / faster but he refused to</u>. [1m]

Paragraph 5:

Fat people know all about the mystery of life. They are the ones acquainted with the night, with luck, with fate, with playing it by the ear. One thin person I know once suggested that we arrange all the parts of a jigsaw puzzle into groups according to size, shape and colour. He figured this would cut the time needed to complete the puzzle by at least 50 per cent. I said I wouldn't do it. One, I like to muddle through. Two, what good would it do to finish early? Three, the jigsaw puzzle isn't the important thing. The important thing is the fun of four people (one thin person included) sitting around a card table, working a jigsaw puzzle. My thin friend had no use for my list. Instead of joining us, he went outside and did some gardening. The three remaining fat people finished the puzzle and made chocolate double-fudged brownies to celebrate.

19 With reference to lines 41 – 42, how did the writer describe thin people? **Answer in your own words. (HOW LANGUAGE ACHIEVES IMPACT / OWN WORDS)**

Thin people are tense / rigid / uptight / boring / uninteresting / prim & proper / orderly / formal / serious / [1m]

NOTE: Do not lift **"looking as neat as a pin", "sitting on the edge of the sofa", "discuss... eating turnip"**

Paragraph 6:
The main problem with thin people is they oppress. Their good intentions, bony torsos, tight ships, neat corners, cerebral machinations and pat solutions loom like dark clouds over the loose, comfortable, spread-out, soft world of the fat. Long after fat people have removed their coats and shoes and put their feet up on the coffee table, thin people are still sitting on the edge of the sofa, looking neat as a pin, discussing the benefits of eating turnip. Fat people are heavily into fits of laughter, slapping their thighs and whooping it up, while thin people are still politely waiting for the punch line.

20 Explain the sentence 'Fat people have plenty of room, they will take you in' (lines 49-50). **Answer in your own words. (INFERENCE / OWN WORDS)**

Fat people are welcoming / have space in their heart/lives for everyone / are open to everyone and anyone. [1m]

NOTE: Do not lift **phrases from the question.**

Paragraph 6:
Fat people are convivial. They will like you even if you're irregular and have pimples all over your face. They will put your name in the pot. They will let you off the hook. Fat people will gab, giggle, guffaw, gallumph, gyrate and gossip. They are generous, giving and gallant. They are gluttonous and goodly and great. What you want when you're down is soft and jiggly, not muscled and stable. Fat people know this. Fat people have plenty of room, they will take you in.

22 **Using your own words as far as possible,** summarise what the writer feels are the positive attributes of fat people.

Use only material from paragraphs 3 to 4 of Text 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.

The writer feels that one of the positive attributes of being fat is

	From the passage	*Rephrase*
1	Fat people may not be chortling all day long, but they're a lot ***nicer***	that they are more pleasant/amiable/charming
2	...fat people let things **stay all blurry and hazy and vague**, the **way things actually are.**	Fat people are not too worried/troubled about how issues are defined
3	Fat people **know that there is no truth.**	Fat people do not see the need to believe in/confront/deal with reality (because they do not acknowledge it)
4	They know there isn't any such thing as the **key thing about anything**	They do not worry about the details
5	Fat people **see all sides.**	they are open minded
6	The sides fat people see are **rounded blobs, usually gray, always nebulous and truly not worth worrying about.**	and welcome all possibilities
7	Fat people know about all the **mysteries in life**	They are knowledgeable / know that some things cannot be changed/explained
8	... acquainted with the night, **with luck, with fate, with playing it by the ear.**	and let nature take its course and go with the flow of things
9	The **important thing** is the fun of four people (one thin person included) sitting around a card table, working a jigsaw puzzle.	Fat people know it is important to enjoy the process rather than focus on the result
10	... **finished the puzzle** and made chocolate double- fudged brownies **to celebrate.**	and know how to have fun / let loose after finishing their tasks.

The writer feels that one of the positive attributes of being fat is that they are more pleasant. Fat people are not too worried or troubled about how issues are defined. They do not see the need to deal with reality because they do not acknowledge it. So, they do not worry about the details. Fat people are opening minded and welcome all possibilities. They are knowledgeable about life and would rather let nature take its course and go with the flow of things. (8 points = 71 words)

Fat people know it is important to enjoy the process rather than focus on the result and they and know how to let loose after finishing their tasks. (10 points = 99 words)

Marking scheme:

Points	:	8 marks
Style	:	7 marks
Total	:	15 marks

Mark	Summary Style Descriptors
7	• There is a **sustained and successful attempt** to **re-phrase** the text language. • The summary is free from lifting except for phrases from the text which are difficult to substitute. • Apart from very occasional slips, **the language is accurate.**
5-6	• There is a **noticeable attempt** to **re-phrase** the text. • The summary is **free from** stretches of **concentrated lifting.** • The language is **almost always accurate. Serious errors** will be so isolated as to be almost unnoticeable.
3-4	• There are recognizable but **limited attempts** to **re-phrase** the text detail. • Groups of **text expression** are **interlaced** with **own words.** • The expression may not always be secure, but **the attempt to substitute the text will gain credit.** • The language is **largely accurate.**
1-2	• **Wholesale copying of large areas** of the text, but **not a complete transcript.** • Attempts to substitute **own language** will be **limited to single word** expression. • **Irreleant sections fo the text** will be **more frequent** at this level and below. • Meaning is not in doubt but **serious errors** are becoming more **frequent.**
0	• Pretty well **a complete transcript** of the **text** expression. • Originality is barely noticeable. • There may also be **random transcription** of **irrelevant sections** of the text. • **Heavy frequency of serious errors,** impeding the reading in many places.

Serious errors	Minor Errors
Wrong verb forms Serious tense errors Serious errors of sentence structure, especially in setting up subordination. Omission or obvious misuse of prepositions Wholesale misunderstanding over the meanings of words used. Serious errors of agreement Ingrained weakness of punctuation. i.e. the habitual comma replacing the necessary full stop.	Mis-spelling of a minor nature. Count as a serious error when the form of the world is severely mangle. Obvious slips of repetition or omission Minor errors of punctuation. i.e. the failure to complete pairs of commas in parenthetical phrases. Clauses. Omissions of stops after introductory words like 'however'. The key here is to see how far the mis-use or omission destroys the reading sense. Major destruction will count as a serious error. Inconsistent American spelling.

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FAJAR SECONDARY SCHOOL
2016 MID-YEAR EXAMINATIONS
SECONDARY 1 EXPRESS

CANDIDATE NAME			
CLASS		INDEX NUMBER	

ENGLISH LANGUAGE 1128/01
Paper 1: Writing

Setter: Miss Soon Apollonia Riard
INSERT

Date: 3 May 2016
Duration: 1 hr 50 min

READ THESE INSTRUCTIONS FIRST

This insert contains Section A.

Write your answers in the spaces provided.

Fasten the completed Section A insert to your Answer papers (which section?).

Do not open this document till permission is given.

This document consists of 2 printed pages and 0 blank pages.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about hawker centres and how they function. The first and last lines are correct. For **eight of the lines, there is <u>one</u> 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 **<u>incorrect</u>, circle** the incorrect word and **write the correct word in the space** provided.
The correct word you provide <u>must not change the original meaning</u> of the sentence.

Examples:

I arrived (to) my destination at 2 pm. at .....

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

Bringing together the best in local food and atmosphere in an enjoyable

open-air setting, hawker centres is a unique aspect of Singaporean culture. **1** .....

Located all over the island, many on the heartlands, these institutions **2** .....

have serve as important places for community bonding. National **3** .....

Environment Agency (NEA) currently manages and regulate over a hundred **4** .....

markets and hawker centres in Singapore. Their role includes the **5** .....

management of tenancies, licences and public healthy aspects of the **6** .....

centres. Additionally, they also oversee the upgrading of markets and **7** .....

hawker centres. NEA carries in a monthly tender exercise during which **8** .....

vacancy hawker stalls are offered for rent to the general public. Moreover, **9** .....

the information and the stalls available is posted on their website and **10** .....

displayed on the notice board at the NEA Customer Service Centre.

Adapted from <u>http://www.nea.gov.sg/public-health/hawker-centres</u>

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FAJAR SECONDARY SCHOOL
2016 MID-YEAR EXAMINATIONS
SECONDARY 1 EXPRESS

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE
Paper 1: Writing

SUBJECT CODE: 1128/01

Setter: Miss Soon Apollonia Riard
Additional Materials: Writing Paper (3 sheets)
INSERT

Date: 3 May 2016
Duration: 1 hr 50 min

READ THESE INSTRUCTIONS FIRST

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

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

Section A is an Insert.
For **Section A** write your answers in the spaces provided on the Insert.
For **Section B** and **Section C** write your answers on the separate Answer Paper provided.
At the end of the examination, fasten all your work securely together.

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

For Examiner's Use	
Section A	/10
Section B	/30
Section C	/30
Total	/70

Do not open this document till permission is given.

This document consists of **4** printed pages and **0** blank pages.

Section B [30 Marks]

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

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

You have received a letter from your Aunt Anne, who lives in France. She wants to organise a trip to Singapore for your upcoming June holidays so that the both of you can spend some quality time together and take part in some outdoor activities. She came across a webpage during her research and has asked you to suggest one activity package shown on the webpage that you have not experienced.

Write a letter to your aunt to:

- thank her for arranging a trip to Singapore to spend time with you
- inform her clearly which activity package you have chosen
- say how you will both benefit from the activity
- explain why the package you have chosen is the most suitable of the three

Write your letter in clear, accurate English and in a warm, friendly tone, showing appreciation of your aunt's kindness and generosity.

You should use your own words as much as possible.

Holiday Destinations

Swim with Dolphins

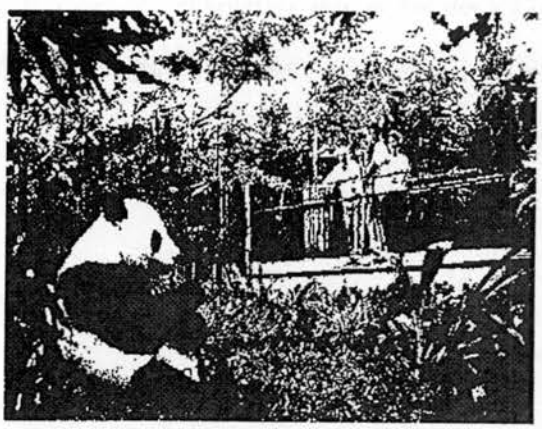
Why book this tour?

- Enjoy Underwater World at leisure and at your convenience
- Breathtaking panoramic views of Singapore from the cable car
- Learn more about marine life and exotic fish at Underwater World
- Enjoy 45 minutes wet time with the dolphins at Underwater World
- Watch the playful antics of pink dolphins at Underwater World Dolphin Lagoon
- Enjoy a scenic one-way cable car ride from Singapore to Sentosa

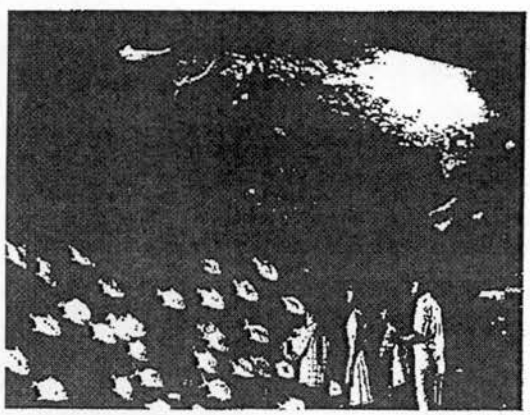
Night and River Safari

Why book this tour?

- Spend a fantastic day marvelling at wildlife from all over the world
- Get entrance to both the exciting Singapore Night Safari and River Safari
- Take a boat cruise down the Amazon River on the Amazon River Quest
- Say hello to Kai Kai and Jia Jia, the resident giant pandas at River Safari
- Save 14% compared to the cost of booking these tours separately
- Hotel pick-up and drop-off is included in the tour



Singapore City Tour



Why book this tour?

- A great value package which combines three of Singapore's top experiences
- The city tour features Merlion Park, Chinatown and Little India
- Your city tour is led by an English speaking guide
- Your Sentosa Island tour starts with a cable car ride that offers stunning views
- Visit S.E.A Aquarium and Butterfly Park & Insect Kingdom at Sentosa
- Be a part of virtual reality at the Alive Museum

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1 Write about an occasion when it was necessary to be truthful whatever the consequences.

2 Write about an occasion when you had to step out of your comfort zone to complete a task.

3 Write about a stranger who left a deep and lasting impression on you because of his or her actions.

4 "It is better to be safe than sorry." Write about one personal experience when you found this to be true.

END OF PAPER

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FAJAR SECONDARY SCHOOL
2016 MID-YEAR EXAMINATIONS
SECONDARY 1 EXPRESS

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE
Paper 2:Comprehension

Subject Code: 1128/02

Setter: Miss Soon Apollonia Riard

Date: 3 May 2016

Duration:1 hr 50 min

INSERT

READ THESE INSTRUCTIONS FIRST

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

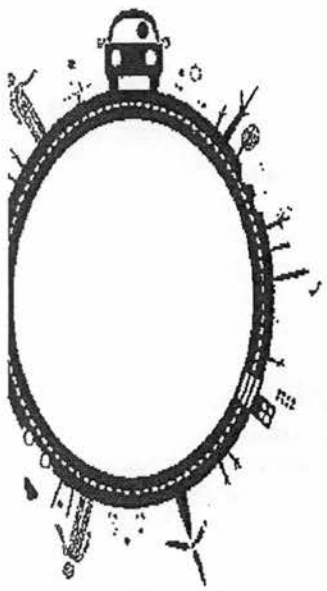
Do not open this document till permission is given.

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

Section A

Text 1

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



YED Upcycling Competition

The YED Upcycling Competition was open to all students in the secondary schools and post-secondary institutions from 21 February 2014 to 7 April 2014. In teams of three to five participants had to use unwanted materials to build their product. After which, they had to submit a video showing the product's sustainability, durability and design for shortlisting.

5 entries from the "Secondary & JC" Category and the "ITE, Polytechnic & University" Category have been shortlisted

Public Voting Starts: 18/4/2014 from 12.00pm	Public Voting Ends 19/4/2014 at 1.00pm	Judges' Evaluation Starts: 19/4/2014 at 1.30pm	Prize Presentation on 19/4/2014 at 3.30pm

Judging Criteria

Submitted upcycling product will be assessed according to the following criteria:

Creativity & Novelty	20%
Practicality & Sustainability	30%
Aesthetic & Design	25%
Public Voting	25%
Total	100%

Adapted from http://yed.sg/#/upcycling

Section B

Text 2

The text below describes a little girl who spent her days selling matches on the street to earn money for her family. Read it carefully and answer Questions 5-14 in the Question Paper Booklet.

1 It was terribly cold and nearly dark on the last evening of the old year, and the snow was falling fast. In the cold and the darkness, a poor little girl, with bare head and naked feet, roamed through the streets. It is true she had on a pair of slippers when she left home, but they were not of much use. They were very large, so large, indeed, that they had belonged to her mother, and the poor little creature had lost them in running across the street to avoid two carriages that were rolling along at a terrible rate. One of the slippers she could not find, and a boy seized upon the other and ran away with it, saying that he could use it as a cradle, when he had children of his own. So the little girl went on with her little naked feet, which were quite red and blue with the cold.

2 In an old apron she carried a number of matches, and had a bundle of them in her hands. No one had bought anything from her the whole day, nor had any one given her even a penny. Shivering with cold and hunger, the poor little child, she looked the picture of misery. The snowflakes fell on her long, fair hair, which hung in curls on her shoulders.

3 Lights were shining from every window, and there was a savoury smell of roast goose, for it was New Year's Eve - yes, she remembered that. In a corner, between two houses, one of which projected beyond the other, she sank down and huddled herself together. She had drawn her little feet under her, but she could not keep off the cold; and she dared not go home, for she had sold no matches, and could not take home even a penny of money. Besides, it was almost as cold at home as here, for they had only had a slender canvas as a roof. The wind howled through the walls, although the largest gaps had been stopped up with straw and rags.

4 Her little hands were almost frozen with the cold. She drew out a match and scratched it. It gave a warm, bright light, like a little candle, as she held her hand over it. It was really a wonderful light. It seemed to the little girl that she was sitting by a large iron stove, with polished brass feet and a brass ornament. How the fire burned and seemed so beautifully warm. The child stretched out her feet as if to warm them, when, the flame of the magical wand went out. The stove vanished, and she had only the remains of the half-burnt match in her hand.

5 She rubbed another match on the wall. It burst into a flame, and where its light fell upon the wall it became as transparent as a veil, and she could see into the room. The table was covered with a snowy white table-cloth, on which stood a splendid dinner service, and a steaming roast goose, stuffed with apples and dried plums. And what was still more wonderful, the goose jumped down from the dish and waddled across the floor, with a knife and fork in its breast, to the little girl. Then the match went out, and there remained nothing but the thick, damp, cold wall before her.

6 The Christmas lights rose higher and higher, till they looked to her like the stars in the sky. Then she saw a star fall, leaving behind it a bright streak of fire. "Someone is dying," thought the little girl, for her old grandmother, the only one who had ever loved her, and who was now dead, had told her that when a star falls, a soul was going up to God.

7 She again rubbed a match on the wall, and the tranquil light shone around her. In the calm brightness stood her old grandmother, clear and shining, yet peaceful and loving in her appearance. She made haste to light the whole bundle of matches, for she wished to keep her grandmother there. And the matches glowed with a light that was brighter than the noon-day, and her grandmother had never appeared so radiant or so beautiful.

8 In the dawn of morning, the sun rose and shone upon a little corpse. There lay the poor little one, with pale cheeks and smiling mouth, leaning against the wall. The child sat, in the stiffness of death, holding the matches in her hand, one bundle of which was burnt.

Adapted from http://www.eastoftheweb.com/short-stories/UBooks/LitMat.shtml and http://www.online-literature.com/hans_christian_andersen/981/

Section C

Text 3

The text below explains the reasons food deserts occur and its implications. Read it carefully and answer Questions 15-20 in the Question Paper Booklet.

1 Many of the serious health concerns in modern America can be linked to a poor diet. People who regularly consume foods high in sodium, sugar, and saturated fats not only increase their chances of obesity, but also increase their risks of developing heart disease, hypertension, diabetes, and several types of cancer. Although some people who regularly consume unhealthy foods do so knowingly, there is also a significant portion of the population that remains undereducated about proper nutrition. What is more, these individuals live in food deserts—areas in low-income neighbourhoods that lack easy access to nutritious, affordable food. They may not even have the opportunity to obtain wholesome food. Although there have been some recent government efforts to reduce the number of food deserts, more community-based efforts should be encouraged and supported.

2 Food deserts are located in high-poverty areas, such as sparsely populated rural areas or densely populated, low-income urban centres. Food deserts most often develop when major supermarket chains either relocate out of these areas or simply refrain from building stores there in the first place. Major food retailer chains tend to limit their store locations to wealthier urban or suburban neighbourhoods. This means that for those who live in high-poverty areas, fresh meats, dairy products, and produce available at supermarkets are not within reach. Residents of these areas who do not have cars are thus forced to travel long distances on public transportation to do their grocery shopping, or else they are limited to the food available at local convenience stores and gas stations. These types of food retailers often only sell packaged, processed foods that offer little nutritional value.

3 Furthermore, food deserts occur when fast food restaurants are excessively concentrated in low-income areas. Recent estimates suggest that those living in the poorest areas of a city experience 2.5 times more exposure to fast food restaurants than the wealthiest inhabitants of the city. Because individuals who live in food deserts tend to get their meals from fast food restaurants or convenience stores, they often suffer from a variety of health issues. Research has found that individuals who live in low-income neighbourhoods are much more likely to develop problems such as obesity, diabetes, and hypertension than those who live in wealthier neighbourhoods.

4 A solution to the problem of food deserts seems obvious: more supermarkets should be built in low-income neighbourhoods. The problem with this solution, of course, is that it is difficult to draw supermarket chains into poor areas where people have less money to spend on food. One way that the government can help to resolve this issue is by offering tax breaks or other motivations for supermarkets in low-income areas. In 2010, the Obama administration implemented the Healthy Food Financing program, which is a set of efforts designed to help bring grocery stores into areas currently designated as food deserts.

5 Despite the time, dedication, and funds required for community members to initiate such programs, these efforts can be incredibly beneficial, not only in providing people with access to healthier foods, but also in instilling a sense of community in the residents of these neighbourhoods.

Adapted from http://englishforeveryone.org/Topics/Reading-Comprehension.htm

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FAJAR SECONDARY SCHOOL
2016 MID-YEAR EXAMINATIONS
SECONDARY 1 EXPRESS

CANDIDATE NAME				
CLASS			INDEX NUMBER	

ENGLISH LANGUAGE
Paper 2: Comprehension

SUBJECT CODE: 1128/02

Setter: Miss Soon Apollonia Riard
Additional Materials: INSERT

Date: 3 May 2016
Duration: 1 hr 50 min

READ THESE INSTRUCTIONS FIRST

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

Answer all questions.
Write your answers in the spaces provided in the Question Paper.

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

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

Do not open this document till permission is given.

This document consists of 7 printed pages and 1 blank page.

Section A [5 marks]

Text 1

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

1 What are **two** intended effects that the illustration on the top left-hand corner aims to have on readers?
Explain your answer with **two** details of the illustration.

(i) The personal pronoun 'you' in 'Youth' aims to .....

..... [1]

(ii) The use of a globe in place of the letter' O' aims to .....

..... [1]

2 Which sentence gives the main purpose of the webpage?

.....

..... [1]

3 Who is the target audience of this webpage?

.....

..... [1]

4 What do the icons on the top right of the webpage aim to do?

.....

..... [1]

Section B [20 marks]

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

5 In paragraph 1, the writer mentions that two carriages were rolling along at a terrible rate (line 7).

What does 'terrible rate' suggest about how the two carriages were moving?

..... [1]

6 In paragraph **1** the writer says 'the little girl went on with her little naked feet, which were quite red and blue with the cold'. Explain how the colours 'red' and 'blue' were effective in describing her feet?

Red suggests .....

..... [1]

Blue suggests .....

..... [1]

7 From paragraph 2, identify **two** phrases of **not more than five words each** which emphasise the poor condition the little girl was in.

(i) ..... [1]

(ii) ..... [1]

8 **(i)** 'There was a savoury smell of roast goose, for it was New Year's Eve - yes, she remembered that.' (lines 16 - 17).

What does this suggest about how her life had been like before?

.....

..... [1]

(ii) 'She dared not go home, for she had sold no matches, and could not take home even a penny of money. (lines 20-21).

Why was the little girl afraid to go home?

.....

.....[1]

9 Give two reasons why it was almost as cold at home as it was on the streets. **Answer in your own words**

(i) ..... [1]

(ii) ..... [1]

10 Identify the simile and metaphor from paragraph 4 that the writer uses to describe the matches.

Simile	[1]
Metaphor	[1]

11 In paragraph 5, 'the goose jumped down from the dish and waddled across the floor, with a knife and fork in its breast, to the little girl.'

What is effective about the personification of the goose?

.....

..... [1]

12 In paragraph 7 we are told that the light was a 'calm' brightness. Find two more words in this paragraph which suggest feelings of calmness.

The first word is ..... [1]

The second word is ..... [1]

13 The writer says 'the child sat, in the stiffness of death, holding the matches in her hand, one bundle of which was burnt.' (lines 53 - 54)

Give two reasons why the child was stiff.

.....

.....

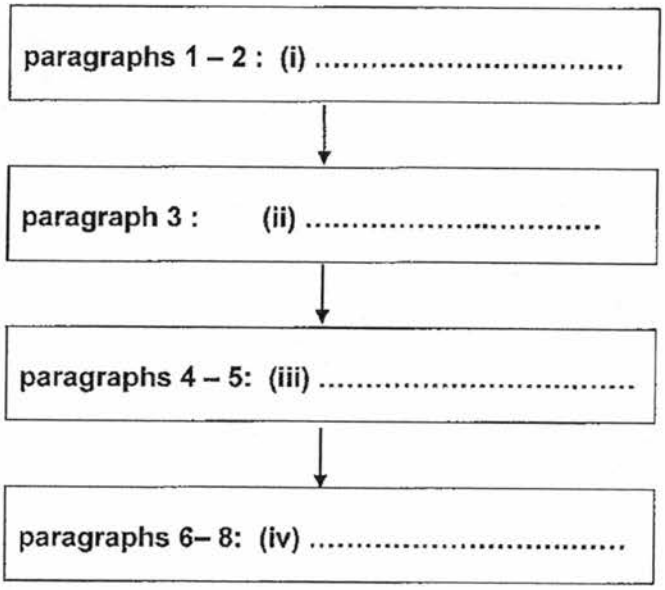
..... [2]

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

Main focus

tolerating discomfort	lost in imagination	a supernatural experience
focused on a task	afraid of consequences	a difficult decision

Flow chart



[4]

Section C [25 marks]

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

15 What does 'food desert' (line 7) refer to? **Answer in your own words.**

.....

..... [2]

16 With reference to paragraph 1, what efforts are currently in place and what efforts need to be in place in future, to help reduce the number of food deserts?

Now	
Future	

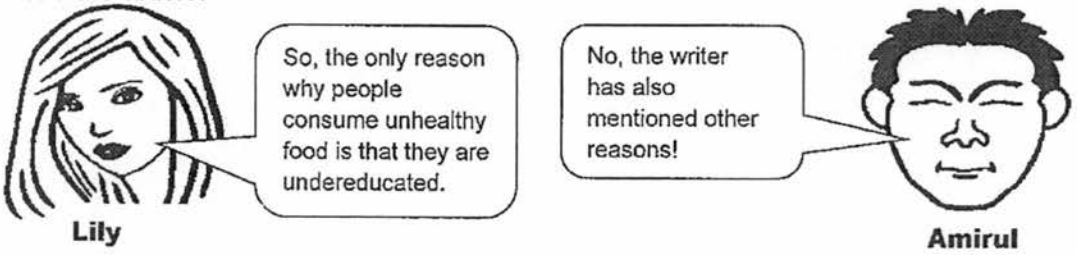
[2]

17 The writer states that produce available at supermarkets are *not within reach* for those living in high-poverty areas (lines 16-18).

In your own words, explain what the underlined phrase means.

.....[1]

18 Here is a part of a conversation between two students, Lily and Amirul, who have both read the article.



(i) Identify one other reason from paragraph 2, Amirul can give to support his view.

..... [1]

(ii) In paragraph 3, the writer states that 'fast food restaurants are excessively concentrated in low-income areas'. To support Amirul, explain fully why people in low income areas would consume more fast food.

.....

.....[2]

19 In paragraph 4, the writer indicates that it is difficult to draw supermarket chains into poor areas. Explain why it is difficult.

.....

.....

.....

..... [2]

20 **Using your own words as far as possible**, summarise the reasons why food deserts occur and how it affects people from low-income neighbourhoods.

Use only information from paragraphs 2 and 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).

One of the reasons why food deserts occur is that .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....No. of words: [ ] [15]

END OF PAPER

Fajar SS Ans

Answer Key for Section A [10 marks]

Bringing together the best in local food and atmosphere in an enjoyable		
open-air setting, hawker centres **is** a unique aspect of Singaporean	1	are
culture. Located all over the island, many **on** the heartlands, these	2	in
institutions have **serve** as important places for community bonding.	3	served
National Environment Agency (NEA) currently manages and **regulate** over	4	regulates
a hundred markets and hawker centres in Singapore. Their role includes	5	√
the management of tenancies, licences and public **healthy** aspects of the	6	health
centres. Additionally, they also oversee the upgrading of markets and	7	√
hawker centres. NEA carries **in** a monthly tender exercise during which	8	out
vacancy hawker stalls are offered for rent to the general public. Moreover,	9	vacant
the information and the stalls available **is** posted on their website and	10	are
displayed on the notice board at the NEA Customer Service Centre.		

To test:
1) SVA
2) preposition
3) tense
4) plural
5) √
6) word form
7) √
8) preposition
9) word form
10) SVA

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FAJAR SECONDARY SCHOOL
SECONDARY 1 EXPRESS
MID YEAR EXAMINATIONS 2016
PAPER 2 MARKING SCHEME

ANSWER SCHEME

Section A [5 marks]

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

1 What are **two** intended effects that the illustration on the top left aims to have on readers?
Explain your answer with **two** details in the illustration. [2]

Answer:
1) (i) The personal pronoun 'you' in 'Youth' aims to **make the reader feel he is personally involved/ needed.**
2) The use of a globe in place of the letter' O' aims to **make the reader feel that the environmental day involves/ affects the world.**

Marker's observations:

2 Which sentence gives the main purpose of the webpage? [1]

Answer:
'Come down to SCAPE to cast your vote to support your favourite entry!.'

Marker's observations:

3 Who is the target audience of this webpage? [1]
Answer:
Members of the public interested in supporting one of the five winning teams.

Marker's observations:

4 What do the icons on the top right of the webpage aim to do? [1]

Answer:
The icons aim to provide readers/ visitors of the webpage an opportunity through social media to share information on the webpage with others.

Marker's observations:

Section B [20 marks]

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

5 In paragraph 1, the writer mentions two carriages rolling along at a terrible rate.

What does 'terrible rate' suggest about how the two carriages were moving? [1]

Textual Evidence	Suggested Answer
It is true she had on a pair of slippers when she left home, but they were not of much use. They were very large, so large, indeed, that they had belonged to her mother, and the poor little creature had lost them in running across the street to avoid two carriages that were rolling along at a terrible rate.	The two carriages were moving at a **dangerously fast/high speed.** Accept answers that show degree of speed.
Comments:	

6 In paragraph 1 the writer says 'the little girl went on with her little naked feet, which were quite red and blue with the cold'. Explain how the colours 'red' and 'blue' were effective in describing her feet? [2]

Textual Evidence	Suggested Answer
One of the slippers she could not find, and a boy seized upon the other and ran away with it, saying that he could use it as a cradle, when he had children of his own. So the little girl went on with her little naked feet, which were quite red and blue with the cold.	Red suggests **that her feet were hurt or sore from running and walking barefoot. (1 mark)** Blue suggests **that her feet were so cold that they turned blue. (1 mark)**
Comments:	

7 Identify the **two** phrases of **not more than five words each** which emphasise the poor condition the little girl was in. [1]

Textual Evidence	Suggested Answer
In an old apron she carried a number of matches, and had a bundle of them in her hands. No one had bought anything from her the whole day, nor had any one given her even a penny. Shivering with cold and hunger, the poor little child, she looked the picture of misery. The snowflakes fell on her long, fair hair, which hung in curls on her shoulders.	**'Shivering with cold and hunger'** [1] AND **'picture of misery'** [1] Accept **'looked the picture of misery'**
Comments:	

8 (i) 'There was a savoury smell of roast goose, for it was New-year's eve - yes, she remembered that.' (lines 16 - 17).

What does this suggest about her life had been like before?

Textual Evidence	Suggested Answer
Lights were shining from every window, and there was a savoury smell of roast goose, for it was New Year's Eve - yes, she remembered that.	Her remembering that suggests that she experienced it. Hence, ↓ Ans: She had a **better/ more fortunate** life before.
Comments:	

(ii) 'She dared not go home, for she had sold no matches, and could not take home even a penny of money. (lines 20-21).

Why was the little girl afraid to go home?

Textual Evidence	Suggested Answer
She had drawn her little feet under her, but she could not keep off the cold; and she dared not go home, for she had sold no matches, and could not take home even a penny of money.	She probably would have **to face some negative/bad consequences** if she returned home without even a penny.
Comments:	

9 Give two reasons why it was almost as cold at home as it was on the streets. **Answer in your own words.**[1]

Textual Evidence	Suggested Answer
Besides, it was almost as cold at home as here, for they had only had a slender tarpaulin as a roof. The wind howled through the walls, although the largest gaps had been stopped up with straw and rags.	1) Her home only had a **thin sheet/cover/canvas** as a **shelter.** (Deny **slender** and **tarpaulin**) 2) The **breeze passed** through the walls as there were **holes.** (Deny **gaps**)
Comments:	

10 Identify the simile and metaphor from paragraph 4 that the writer uses to describe the matches.

Simile	like a little candle	[1]
Metaphor	the magical wand	[1]

11 In paragraph 5, 'the goose jumped down from the dish and waddled across the floor, with a knife and fork in its breast, to the little girl.'

What is effective about the personification of the goose? [1]

Textual Evidence	Suggested Answer
And what was still more wonderful, the goose jumped down from the dish and waddled across the floor, with a knife and fork in its breast, to the little girl. Then the match went out, and there remained nothing but the thick, damp, cold wall before her.	**It emphasised how hungry the girl was feeling** that she imagined the goose running towards her.
Comments:	

12 In paragraph 7 we are told that the light was a 'calm' brightness. Find two more words in this paragraph which suggest feelings of calmness. [2]

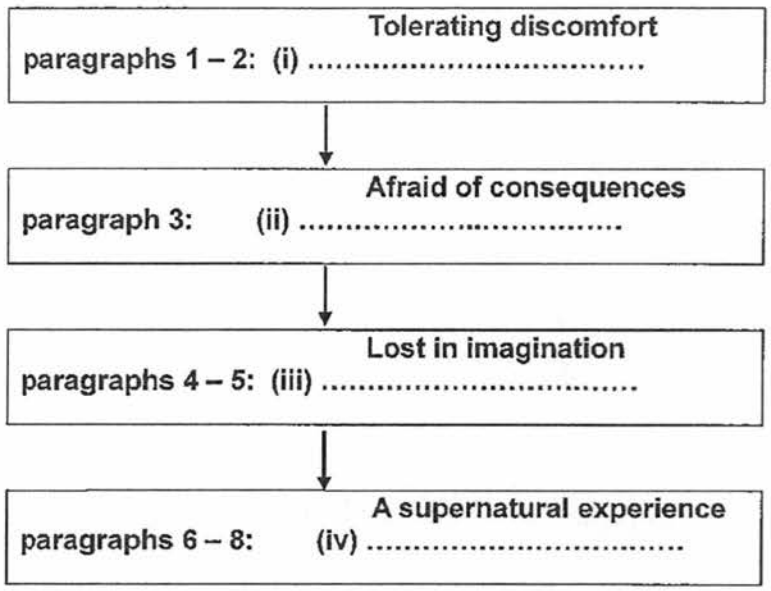
Textual Evidence	Suggested Answer
She again rubbed a match on the wall, and the **tranquil** light shone around her. In the **calm** brightness stood her old grandmother, clear and shining, yet **peaceful** and loving in her appearance. She made haste to light the whole bundle of matches, for she wished to keep her grandmother there. And the matches glowed with a light that was brighter than the noon-day, and her grandmother had never appeared so radiant or so beautiful.	The first word is **'tranquil'**. The second word is **'peaceful'**. **Do not accept any other words.**
Comments:	

13 The writer says 'the child sat, in the stiffness of death, holding the matches in her hand, one bundle of which was burnt.' (lines 53 - 54)

Give two reasons why the child was stiff.

Textual Evidence	Suggested Answer
In the dawn of morning, the sun rose and shone upon a little corpse. There lay the poor little one, with pale cheeks and smiling mouth, leaning against the wall. The child sat, in the stiffness of death, holding the matches in her hand, one bundle of which was burnt.	The girl was **stiff because she was dead** and dead bodies become stiff. The girl was **stiff because she was frozen** due to the cold.

14 The structure of the text reflects the main stages in the narrative.
Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use. [4]



Main Focus – Textual Evidence	Suggested Answer
Para 1 In the cold and the darkness, a poor little girl, with bare head and naked feet, roamed through the streets... One of the slippers she could not find, and a boy seized upon the other and ran away with it, saying that he could use it as a cradle, when he had children of his own. So the little girl went on with her little naked feet, which were quite red and blue with the cold. Para 2 ...Shivering with cold and hunger, the poor little child, she looked the picture of misery...	TOLERATING DISCOMFORT
Para 3 ...she sank down and huddled herself together. She had drawn her little feet under her, but she could not keep off the cold; and she dared not go home, for she had sold no matches, and could not take home even a penny of money. Besides, it was almost as cold at home as here, for they had only had a slender canvas as a roof.	AFRAID OF CONSEQUENCES

Para 4 . She drew out a match and scratched it. It gave a warm, bright light, like a little candle, as she held her hand over it. It was really a wonderful light. It seemed to the little girl that she was sitting by a large iron stove, with polished brass feet and a brass ornament. How the fire burned and seemed so beautifully warm. Para 5 She rubbed another match on the wall. It burst into a flame, and where its light fell upon the wall it became as transparent as a veil, and she could see into the room. The table was covered with a snowy white table-cloth, on which stood a splendid dinner service, and a steaming roast goose, stuffed with apples and dried plums. And what was still more wonderful, the goose jumped down from the dish and waddled across the floor, with a knife and fork in its breast, to the little girl. Then the match went out, and there remained nothing but the thick, damp, cold wall before her.	**LOST IN IMAGINATION**
Para 7 She again rubbed a match on the wall, and the tranquil light shone around her. **In the calm brightness stood her old grandmother, clear and shining, yet peaceful and loving in her appearance. She made haste to light the whole bundle of matches, for she wished to keep her grandmother there.** And the **matches glowed with a light that was brighter than the noon-day,** and her **grandmother had never appeared so radiant or so beautiful.** Para 8 **In the dawn of morning, the sun rose and shone upon a little corpse.** There lay the poor little one, with pale cheeks and smiling mouth, leaning against the wall. The child sat, in the stiffness of death, holding the matches in her hand, one bundle of which was burnt.	**A SUPERNATURAL EXPERIENCE**
Comments:	

Section C [25 marks] – Text 3

15 What does 'food desert' (line 7) refer to? **Answer in your own words.**[2]

Textual Evidence	Suggested Answer
What is more, individuals who live in food deserts—**areas in low-income neighbourhoods that lack easy access to nutritious, affordable food.**	Food deserts are places in which **poorer/less fortunate people [1]** are not able to get **healthy/good quality food.** [1]
Comments:	

16 What efforts are in place and need to be in place to help reduce the number of food deserts? [2]

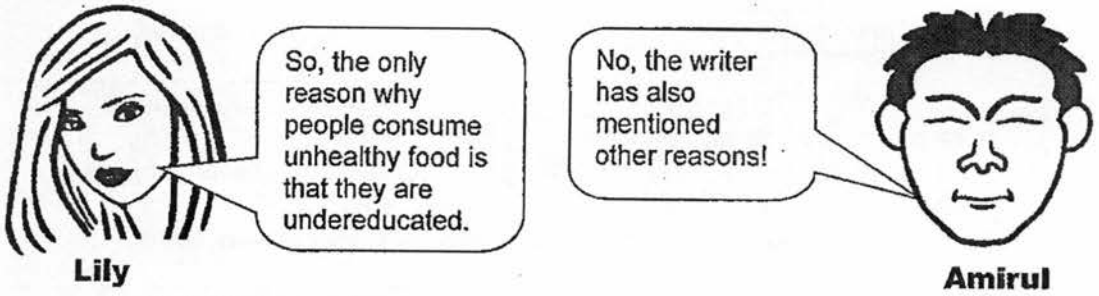
Now	
Future	

Textual Evidence	Answer
Although **there have been some recent government efforts to reduce the number of food deserts,** **more community-based efforts should be encouraged and supported.**	**NOW** Government efforts [1] **FUTURE** Community-based efforts [1]

17 The writer states that produce available at supermarkets are not within reach for those living in high-poverty areas.
In your own words, explain what the underlined phrase means. [1]

Textual Evidence	Answer
Major food retailer chains tend to limit their store locations to wealthier urban or suburban neighbourhoods. This means that those who live in high-poverty areas fresh meats, dairy products, and produce available at supermarkets are not within reach. Residents of these areas who do not have cars are thus forced to travel long distances on public transportation to do their grocery shopping, or else they are limited to the food available at local convenience stores and gas stations.	It means **not accessible**. It means the supermarkets are located **far away from the people**. It means **too difficult for the people to obtain**.

18 Here is a part of a conversation between two students, Lily and Amirul, who have both read the article.



(i) Identify any other reason from paragraph 2 that Amirul can give to support his view. [1]

Textual Evidence	Answer
...major **supermarket chains** either **relocate out of these areas** or **simply refrain from building stores there** in the first place. Major food retailer chains tend to limit their store locations to wealthier urban or suburban neighbourhoods. This means that **those who live in high-poverty areas fresh meats, dairy products, and produce available at supermarkets are not within reach. Residents** of these areas who do not have **cars are thus forced to travel long distances on public transportation to do their grocery shopping**, or else they are **limited to the food available at local convenience stores and gas stations. These types of food retailers often only sell packaged, processed foods that offer little nutritional value.**	**Supermarkets are located too far to buy fresh, healthy food.** **They are limited to local convenience stores and gas stations that sell packaged, processed foods that offer little nutritional value.** **1 mark or either reason**

18 (ii) In paragraph 3 'fast food restaurants are disproportionately concentrated in low-income areas'. To support Amirul, explain fully why people in low income areas would consume more fast food. [2]

Textual Evidence	Answer
Furthermore, **fast food restaurants** are disproportionately **concentrated in low-income areas**; recent estimates suggest that those living in the poorest areas of a city experience 2.5 times **more exposure to fast food restaurants** than the wealthiest inhabitants of the city.	Fast food is **readily/easily available** hence **the frequency/number of times people pass by it will increase** thereby increasing the tendency to consume it. OR There is **greater exposure** to fast food restaurants hence the tendency to consume it will increase **due to the convenience of purchasing it.**

19 In paragraph 4 the writer states that it is difficult to draw supermarket chains into poor areas. Explain why it is difficult. [2]

Textual Evidence	Answer
A solution to the problem of food deserts seems obvious: more supermarkets should be built in low-income neighbourhoods. The problem with this solution, of course, **is that it is difficult to draw supermarket chains into poor areas** where people have less money to spend on food. One way that the government can help to offset this issue is by offering tax breaks or other incentives for supermarkets in low-income areas.	**LIFTED FROM TEXT:** People have less money to spend on food in poor areas **INFERENCE** Hence supermarket businesses will not want to set up there as their business will not be as successful

20 **Using your own words as far as possible**, summarise the reasons why food deserts occur and how it affects low-income neighbourhoods.

Reframing the question:
1) Why food deserts occur
2) How it affects low-income neighbourhoods

Use only information from [redacted].
Your summary must be in continuous writing (not note form). It must not be [redacted] words (not counting the words given to help you begin).

	Content Points (Any 8 points)	UYOW
	One of the reasons why food deserts occur is that…	
1	Food deserts most often develop when major supermarket chains either relocate out of these areas	main supermarkets move out of low-income areas
2	or simply refrain from building stores there in the first place.	or avoid setting up stores there altogether,
3	This means that for those who live in high-poverty areas, fresh meats, dairy products, and produce available at supermarkets are not within reach. Residents of these areas	resulting in the people facing difficulty in obtaining fresh food.
4	Residents of these areas who do not have cars are thus forced to travel long distances on public transportation to do their grocery shopping	Thus they have to journey far on public transportation to access these supermarkets.
5	or else they are limited to the food	or they must settle for food sold at

	available at local convenience stores and gas stations	local convenience stores or gas stations.
6	Furthermore, fast food restaurants are disproportionately concentrated in low-income areas	In food deserts, fast food restaurants are in abundance
7	those living in the poorest areas of a city experience 2.5 times more exposure to fast food restaurants	which increases the exposure of the people to it.
8	Because individuals who live in food deserts tend to get their meals from fast food restaurants or convenience stores	Hence people are inclined to eat at the fast food restaurants or convenience stores.
9	they often suffer from a variety of health issues	This results in the increase in types of health issues

One of the reasons why food deserts occur is that main supermarkets move out of low-income areas or originally avoided setting up stores there, resulting in the people facing difficulty in obtaining fresh food. Thus, they have to journey far on public transportation to access these supermarkets or they must settle for food at local convenience stores or gas stations. In food deserts, people are greatly exposed to fast food restaurants and hence are inclined to eat there. This results in the increase in their health issues.

(77 words – 8 content points)

END OF PAPER

Candidate Name: _____ Class _____ Index No. _____

FUHUA SECONDARY

FUHUA SECONDARY SCHOOL

Secondary Two Express

Mid-Year Examination 2016

2E

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ENGLISH LANGUAGE

PAPER 1 Writing

Additional Materials: Writing papers

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

INSTRUCTIONS TO CANDIDATES

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

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

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

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

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

Setter: Ms Stella Koh *Vetters: Mrs Seah, Ms Tham, Ms Foo, Ms Xu*

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

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the migrant crisis and migration to Europe. 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. ✓

More than a million migrants and refugees crossed into Europe in 2015, sparking a

crisis as countries struggle to cope with the influx, and creating division in the 1.....

European Union over how best to deal in resettling people. The vast majority arrived 2.....

by sea but some migrants had made its way over land. The conflict in Syria 3.....

continues to be by far a biggest driver of migration. However the ongoing violence in 4.....

Afghanistan and Iraq, and poverty in Kosovo, are also leading people to look for 5.....

new lives elsewhere. Thus far, more than 3,770 migrants was reported to have died 6.....

trying to cross the Mediterranean in 2015. Most must have died on the crossing from 7.....

North Africa to Italy, and more than 800 died in the sea when crossing from Turkey to 8.....

Greece. The summer months are usually when most fatalities occurs as this is the 9.....

busiest time for migrants attempting to reach Europe, or in 2015, the deadliest month 10.....

for migrants was earlier before the summer season.

Adapted from *Migrant Crisis, BBC News.*

Section B: Situational Writing [30 marks]

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

You should look at the printout of a poster on page 5. Study the information carefully and plan your answer before attempting to write.

To save the environment, your Form Teacher has tasked you, the Class Monitor, to organise two activities in Term 3 for the class to take part in. The three proposed options as shown in the poster are cleaning up Jurong Lake Park, recycling old items, and putting up a drama. Your Form Teacher wants you to ensure that the chosen activities are fun and educational for the students in your class.

Write a proposal to your Form Teacher, suggesting:

1) Why the two chosen activities are most suitable for your form class
2) How the activities will be fun for the students in your class
3) How the activities will be educational for the students in your class
4) How your class will prepare for the chosen options

Write your proposal in clear, accurate English and in a persuasive tone to convince your Form Teacher to agree with your choice of activities.

You may add any other details that might be of interest.
You should use your own words as much as possible.

Section C: Free Writing [30 marks]

Begin your answer on a fresh page.

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

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

1. Write about an encounter with someone you admire or always wanted to meet, and how it changed your life.

2. Write about the first time you spent the night away from home and why it was a worthwhile experience.

3. Describe a place in Singapore which all teenagers like to visit and explain why it is so popular with teenagers.

4. Describe the best eating place you have been to and explain why you like it.

Saving the Environment as a Class

Cleaning up Jurong Lake Park

Participate in cleaning up the litter found all over the park and the lake. Arm yourselves with gloves and plastic bags before you head out.

Recycling old items

Set up a recycling corner and encourage your classmates to contribute old items for recycling. Examples of items to contribute include old clothes, handphones and batteries.

Putting up a Drama

Raise awareness about global warming and the changes in climate through a drama. Demonstrate clearly how you and I can play our part to save the environment.

END OF PAPER

Candidate Name: _____ Class _____ Index No. _____

FUHUA SECONDARY

FUHUA SECONDARY SCHOOL

Secondary Two Express

Mid-Year Examination 2016

2E

Fuhua Secondary Fuhua Secondary Fuhua Secondary

Section A [20 marks]

Text 1

The text below is about Mafatu – the boy who was afraid – until his love for his dog gave him the courage to overcome his fear of the sea. Read it carefully and answer Questions 1 –11 in the Question Booklet.

1 Even on the morning that Mafatu had finished making his knife, he did not feel as brave as he would have liked. He hoped he would never see the hammerhead* again. Paddling out to the distant reef, he glanced down at the long-bladed knife which hung about his neck by a cord of rope. He gulped. It was, after all, only a knife made by a boy from a whale's rib.

2 Uri sat on the edge of the raft, sniffing at the wind. Mafatu always took his dog along, for Uri howled pitifully if he were left behind. And Mafatu had come to rely on the companionship of the little yellow dog. The boy talked with the animal as if he were another person, consulting with him, arguing, and played when there was time for play. They were very close, those two.

3 This morning as they approached the spot where the fish trap was anchored, Mafatu saw the dorsal of the hated hammerhead circling slowly in the water. It was like a triangle of grey rock, making a little furrow in the water as it passed.

4 'You there!' the boy shouted roughly, trying to bolster up his courage. 'I have my knife today, see! Coward who robs traps – catch your own fish!'

5 The hammerhead approached the raft in a leisurely fashion; it rolled over slightly, and its gaping jaws seemed to curve in a malicious grin. Uri ran to the edge of the raft, barking furiously; the hair on the dog's neck stood up in a bristling ridge. The shark, unconcerned, moved away. Then with a whip of its powerful tail it rushed at the bamboo fish trap and seized it in his jaws. Mafatu was struck dumb. The hammerhead shook the trap as a dog might shake a rat. The boy watched, fascinated, unable to make a move. He saw the muscles work in the shark's neck as the great tail thrashed the water furiously. The trap splintered into bits, while the fish within escaped only to vanish into the shark's mouth.

6 Mafatu was filled with impotent rage. The hours he had spent making that trap -- but all he could do was shout threats at his enemy. Uri was running from one side of the raft to the other, furious with excitement. A large wave splashed across the reef. At that second, the dog's shift in weight tipped the raft at a perilous angle. With a helpless yelp, Uri slid into the water. Mafatu sprang to catch him but he was too late.

7 Instantly, the hammerhead whipped about. The wave pushed the raft away. Uri, swimming frantically, tried to regain it. There was desperation in the brown eyes. Mafatu strained forward. His dog. His companion .... The hammerhead was moving in slowly. A mighty rage stormed through the boy. He gripped his knife. Then he was over the side in a clean-curving dive.

8 Mafatu came up under his enemy. The shark spun about. Its rough hide scraped the flesh from the boy's shoulder. In that instant, Mafatu stabbed. Deep, deep into the white belly. Water lashed to foam. Stunned, gasping, the boy fought for life and air. It seemed that he would never reach the surface. His lungs would burst!

9 At last, his head broke water. Putting his face to the surface, he saw the great shark turn over, fathoms deep. Blood flowed from the wound in its belly. Instantly, fellow grey beasts rushed in, tearing the wounded hammerhead to pieces.

Adapted from 'The Boy Who Was Afraid' by Armstrong Sperry

*hammerhead: A group of sharks, so named for the unusual and distinctive structure of their heads, which are flattened and laterally extended into a "hammer" shape.

Section B [25 marks]

Text 2

The text below is about the influence of social media on teenagers. Read it carefully and answer Questions 12 –18 in the Question Booklet.

1 The influence of social media on teenagers is of particular importance. This is because this particular group of children is not only emotionally fragile but is also among the heaviest users of social networking. According to a report by Common Sense Media, 75 percent of teenagers in America currently have profiles on social networking sites. While social networking plays a vital role in broadening social connections and acquiring technical skills, its risks cannot be overlooked. The difficulty in self-regulation and susceptibility to peer pressure make adolescents vulnerable to such risks.

2 One example is cyberbullying. The American Psychological Association defines bullying as aggressive behaviour by an individual that causes discomfort to another. This could take the form of sending menacing online advances, forwarding a private note to a group without the permission of the original writer, or trolling – the act of deliberately inflicting hatred, bigotry*, racism, misogyny* anonymously. Research found that nearly 39 percent of teens on social network have been cyberbullied in some way, compared with 22 percent of online teens who do not use social networks.

3 Cyberbullying appears easy to the bully because they do not see their victims' reactions in person, and thus the impact of the consequences is small. In reality, however, the consequences can be life altering to the extent that the victims could go as far as taking their lives or become psychologically distressed enough to require medical intervention.

4 "Facebook depression" is another problem teenagers have to deal with. It is defined as emotional disturbance that develops when preteens and teens spend a great deal of time on social media sites. Recent studies have shown that comparisons are the main cause of Facebook depression. The studies showed that comparing with people better than oneself is likely to make you feel bad about yourself. However, there are contradictory reports as well. Another study showed that Facebook makes us happier and there is increased social trust and engagement among users. These studies show that the effect of social network on well-being hinges on how social networks are used — whether to connect or to compare.

5 Another risk of extensive social networking among youth is having your private life exposed to the world. The digital footprint is a permanent trail that users of social media leave the moment they sign into any service. The digital footprint, by its permanence, can have serious repercussions in future. Potential employers and those in our social circles may learn about things that disadvantage us through the posts, comments, tweets and retweets we have left on various social media accounts. Finally, a recent survey of 1000 Americans teenagers found that half of them divulged too much personal data online which was then used against them.

6 Adolescence is the time to spread wings and take the tentative first flight out into the world, and parents and caregivers must be part of the process. In the domain of social networking, this entails parents becoming educated about the advantages and disadvantages of social networking and themselves joining social network sites, not to hover, but to be aware of the activities of their teenage wards. It is essential that parents are aware of and monitor privacy settings and online profiles of their wards. Open discussions about social network protocols and etiquettes would help establish global digital citizenship and healthy behaviour.

Adapted from THE BLOG – Influence of Social Media on Teenagers, Suren Ramasubbu, Co-founder & CEO, Mobicip.com

*bigotry: intolerance towards those who hold different opinions from oneself
*misogyny: prejudice against women

End of Paper

Class Index No.

Candidate Name: _____

FUHUA SECONDARY SCHOOL

Secondary Two Express

Mid-Year Examination 2016

2E

*Fuhua Secondary Fuhua Secondary Fuhua Secondary

Section A [20 marks]

Refer to Text 1 on pages 2 - 3 of the Insert for Questions 1 – 11.

1 'It was, after all, only a knife made by a boy from a whale's rib'. (lines 4 – 5). What does this suggest about how Mafatu feels towards his weapon?

.....

..... [1]

2 a. Referring to paragraph 2, why did Mafatu always take his dog, Uri, with him on the raft?

.....

..... [1]

b. From the same paragraph, provide <u>two</u> pieces of evidence to show that Mafatu and his dog were 'very close' (line 10).

.....

..... [1]

3 Why does Mafatu need to 'bolster up his courage' (line 14)?

.....

.....

..... [2]

4 'its gaping jaws seemed to curve in a malicious grin.' (line 17) What is unusual and effective about this description of the shark?

.....

.....

..... [2]

5 What is the shark's attitude towards Uri's barking in paragraph 5? **Answer in your own words.**

.....

..... [1]

6 a. 'The hammerhead shook the trap as a dog might shake a rat.' (lines 20 – 21). What does this simile tell us about what the hammerhead was doing to the trap?

.....

.....

..... [2]

b. Identify **two** other words in the same paragraph that are in direct contrast to the 'leisurely fashion' approach the shark had initially taken.

.....

..... [2]

7 'At that second, the dog's shift in weight tipped the raft at a perilous angle.' (lines 27 – 28). What does this tell you about the raft?

.....

..... [1]

8 Explain why a 'mighty rage stormed through' (line 33) Mafatu.

.....

..... [1]

9 Which phrase in paragraph 8 suggests that the killing of the shark caused great turbulence in the water?

.....

..... [1]

10 What happened to the wounded shark in paragraph 9?

.....

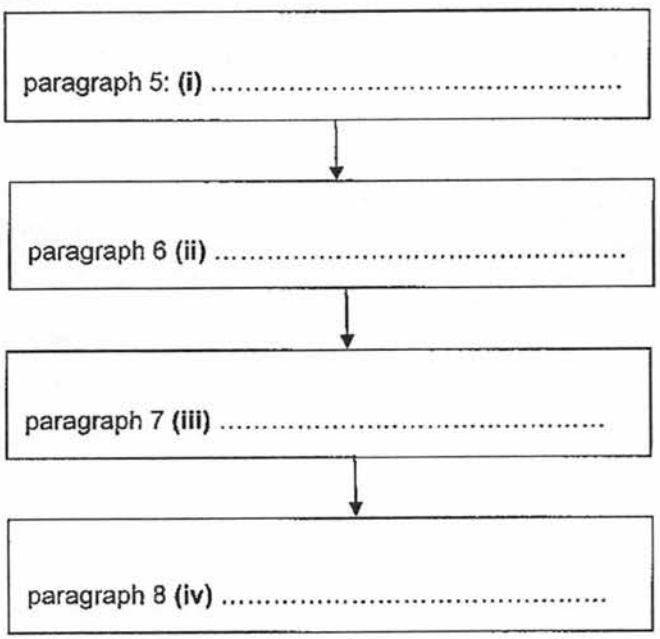
..... [1]

11 The structure of the text reflects the main feelings of Mafatu as he reacts to the shark. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

Mafatu's feelings

panicky	stunned	lost	confused	powerless	angry	relieved

Flow chart



[4]

Section B [25 marks]

Refer to Text 2 on pages 4 – 5 of the Insert for Questions 12 – 18.

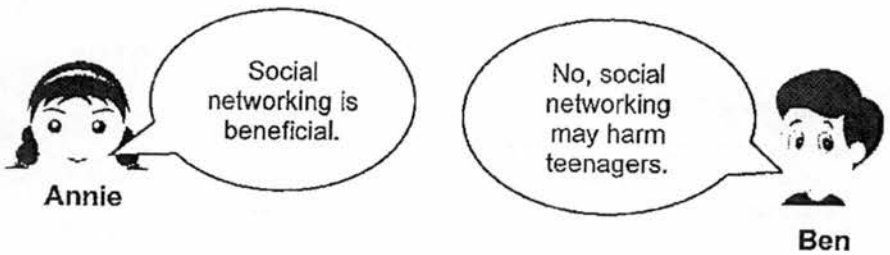
12 Referring to paragraph 1, explain, **in your own words**, why the writer believes the influence of social media on teenagers is particularly worrying?

.....

.....

..... [2]

13 Here is part of a conversation between two students, Annie and Ben who have read the article.



(i) Identify <u>one</u> example from paragraph 1 that Annie can give to support her view.

.....

..... [1]

(ii) Give a reason Ben could use to explain his position.

.....

..... [1]

14 From paragraph 4, how do the different ways we use social media affect our well-being?

If we use it to connect with others,	
If we use it to compare with others,	

[2]

15 What does the phrase 'digital footprint' (line 33) refer to?

.....

..... [1]

16 'Adolescence is **the time to spread wings** and **take the tentative first flight out into the world**' (lines 39 – 40). What **two** things do the phrases in bold suggest teenagers should do?

Adolescence is **the time to spread wings**	Teenagers should
and **take the tentative first flight out into the world**	Teenagers should

[2]

17 Why should parents not 'hover' (line 43) on social network sites?

.....

..... [1]

18 **Using your own words as far as possible**, summarise the impact of social media on teenagers.

Use only the material from paragraphs 2 to 5 of the 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.

One of the many impacts of social media on teenagers is ... [15]

End of Paper

Secondary 2 Express Mid-Year Examination 2016

Name: ..... ( ) Class: .....

SUMMARY WRITING

18 **Using your own words as far as possible,** summarise the impact of social media on teenagers.

Use only the material from paragraphs 2 to 5 of the 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.

One of the many impacts of social media on teenagers is .....

.....

.....

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.....

.....

.....[15]

Content	/8
Language	/7
Total	/15

No. of words: _____

MYE Sec 2 Express 2016
Answer scheme

Section A [10 marks]

More than a million migrants and refugees crossed into Europe in 2015, sparking a crisis as countries struggle to cope with the influx, and creating division in the European Union over how best to deal in resettling people. The vast majority arrived by sea but some migrants had made its way over land. The conflict in Syria continues to be by far a biggest driver of migration. However the ongoing violence in Afghanistan and Iraq, and poverty in Kosovo, are also leading people to look for new lives elsewhere. Thus far, more than 3,770 migrants was reported to have died trying to cross the Mediterranean in 2015. Most must have died on the crossing from North Africa to Italy, and more than 800 died in the sea when crossing from Turkey to Greece. The summer months are usually when most fatalities occurs as this is the busiest time for migrants attempting to reach Europe, or in 2015, the deadliest month for migrants was earlier before the summer season.

Adapted from *Migrant Crisis, BBC News.*

1	struggled (present → past)
2	with (phrasal verb)
3	their (personal pronoun)
4	the (article)
5	✓
6	were (SVA)
7	would (modal verb)
8	✓
9	occur (SVA)
10	but (connector)

Section B (Situational Writing)

Question Analysis

I (Identity)	Me, Class Monitor
A (Audience)	Form Teacher
R (Register)	Formal and persuasive
P (Purpose)	To convince your Form Teacher to agree with the two activities you propose for the class to save the environment.
R (Requirements)	1) Why the two chosen activities are most suitable for your form class 2) How the activities will be fun and; 3) How the activities will be educational for the students in your class 4) How your class will prepare for the chosen options

Marks	**Requirements**
9 - 10 marks	4/4 addressed and **ALL** points **well**elaborated
7 - 8 marks	4/4 addressed with some elaboration
5 - 6 marks	3/4 addressed
3 - 4 marks	2/4 addressed
1 - 2 marks	1/4 addressed

Wrong Format	Deduct 1 mark from TF scores
Wrong Tone/ Audience	Deduct 1-2 marks depending on severity of mistakes
Wholesale copying information off the visual text	Penalised under language marks Scoring Norm for wholesale copying: **13/20 maximum**

Format of Proposal

To: Mrs/Ms XX
Form Teacher of Class 2XX
Fuhua Secondary School

To: Recipient's Name
Recipient's Position
Recipient's Organisation

From: Robert Lim
Class Monitor
Class 2XX

From: Writer's Name
Writer's Position
Writer's Class

25 March 2016

Date

Re: Recommendation of Two Activities to save the environment

Re: Heading/Title

<Proposal>

Report written by:
Robert Lim

Report written by:
Recipient's Name

FUHUA SECONDARY SCHOOL

Secondary Two Express
Mid Year Examination 2016

ENGLISH LANGUAGE 1128/02
PAPER 2

ANSWER KEY

Section A [20 marks]

Refer to Text 1 on pages 2 – 3 of the Insert for Questions 1 – 11.

1 'It was, after all, only a knife made by a boy from a whale's rib'. (lines 4 – 5). [LU]
What does this suggest about how Mafatu feels towards his weapon?

Any of the following:
- He does **not feel confident** about it.
- He does **not** feel it would be **effective** (against the shark).
- He feels that it is **useless** (against the shark).
- He does **not** feel that it would be a **powerful weapon**. [1]

2 a. Referring to paragraph 2, why did Mafatu always take his dog, Uri, with him on the raft? [F]

Uri **howled pitifully** if he were left behind. [1]

b. From the same paragraph, provide **<u>two</u>** pieces of evidence to show that Mafatu and his dog were 'very close' (line 10). [F]

The boy **talked with the animal as if he were another person**, (consulting with him, arguing), and **played** when there was time for play. -

Note: the entire sentence illustrates Mafatu's love. 'Talk[ing]' and 'Play[ing]' on its own does not adequately illustrate the love. Support is provided to students by indicating the need for **<u>two pieces</u>** of evidence to gain 1m. [1]

3 Why does Mafatu need to 'bolster up his courage' (line 14)? [I]

He needs to **scare/chase away the hammerhead** (to protect his fish) [1] but he is **afraid** of it [1].

<u>Not accepted</u>
He needs to put up a brave front. (This is a rephrasing of 'bolster up his courage'. It does not explain **<u>why</u>** he needs to do so.) [2]

4 'its gaping jaws seemed to curve in a malicious grin.' (line 17) What is unusual and effective about this description of the shark? [LU]

It is unusual because 'malicious' suggests that

Any of the following:
- the shark has an **evil intention** (which is not something animals feel.)
- is hatching an **evil plan** to harm Mafatu (which is something only humans may do.)
- **A grin is usually not seen as evil.** [1]

It is effective because it suggests that the shark is **dangerous/ threatening/ destructive/ menacing/ frightening.** [1] [2]

5 What is the shark's attitude towards Uri's barking in paragraph 5? **Answer in your own words.** [OW]

From passage: 'The shark, **unconcerned**, moved away.'

Any of the following:
- The shark was **not bothered** by it.
- The shark **ignored** it.
- The shark **did not care** about it.
- The shark was **unaffected** by it.
- The shark was **unafraid** of it. [1]

6 a. 'The hammerhead shook the trap as a dog might shake a rat.' (lines 20 – 21). What does this simile tell us about what the hammerhead was doing to the trap? [LU]

It tells us that the hammerhead
- was using **great/immense/huge/strong force [1]** to **pry open/dismantle** the trap [1]
- was **forcefully [1] destroying [1]** the trap [2]

b. Identify <u>two</u> other words in the same paragraph that are in direct contrast to the 'leisurely fashion' approach the shark had initially taken. [LU]

- **'rushed'** [1]
- **'seized'** [1]

Answers need to indicated quotation marks to get the point.

'leisurely fashion' refers to the **speed.** Hence, only contrasting words related to speed are accepted.

<u>Not accepted:</u>
'with a whip of its powerful tail' (impact/strength)
'thrashed' (impact/strength) [2]

7 'At that second, the dog's shift in weight tipped the raft at a perilous angle.' (lines 27 – 28). What does this tell you about the raft? [I]

- it is **light.**
- It is only **meant for one person.**
- It is **unstable.**
- It is **delicately balanced/** it does not have **good balance.**

Not accepted:
It is poorly made. (Too general – answer must refer to the weight or balance of the raft because of the clue given by 'weight tipped the raft at a perilous angle'.) [1]

8 Explain why a 'mighty rage stormed through' (line 33) Mafatu. [I]

The **hammerhead was about to eat** his beloved dog. (Need to show that the shark is responsible.The anger is directed at the shark.)

Not accepted:
His dog was about to die. [1]

9 Which phrase in paragraph 8 suggests that the killing of the shark caused great turbulence in the water? [LU]

'Water lashed to foam' [1]

10 What happened to the wounded shark in paragraph 9? [F]

It was **eaten** by the **other sharks.**

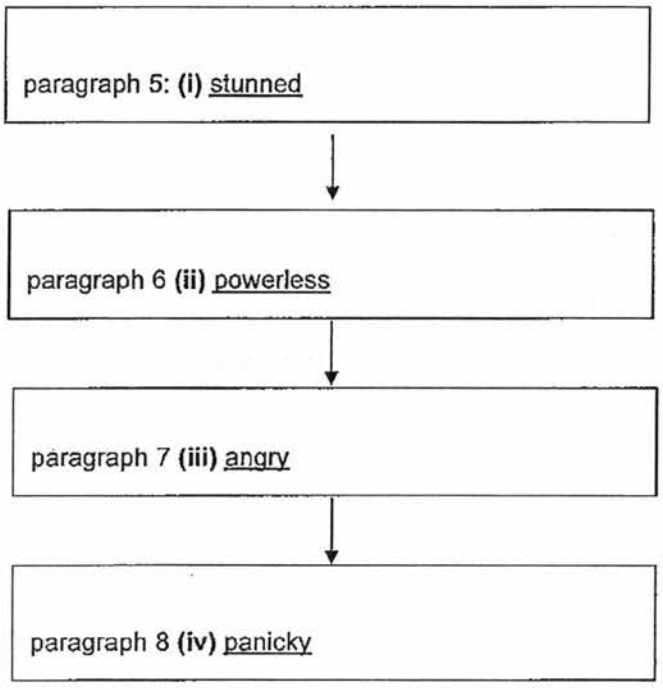
Not accepted:
It was eaten by the other fish. [1]

11 The structure of the text reflects the main feelings of Mafatu as he reacts to the shark. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

Mafatu's feelings

panicky	stunned	lost	confused	powerless	angry	relieved

Flow chart



[4]

Section B [25 marks]

Refer to Text 2 on pages 4 – 5 of the Insert for Questions 12 – 18.

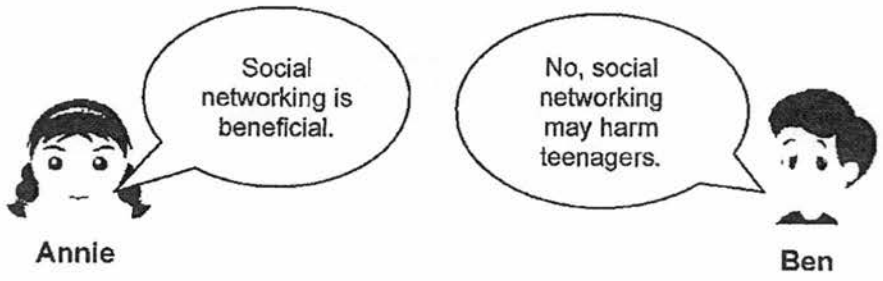
12 Referring to paragraph 1, explain, **in your own words**, why the writer believes the influence of social media on teenagers is particularly worrying? [OW]

From passage	Own Words
*'this particular group of children is not only **emotionally vulnerable***	They are - Mentally weak/ fragile/ frail/ susceptible - easily influenced mentally
*but is also among the **heaviest** users of social networking.'*	and are the most active users of social networking.

[2]

13 Here is part of a conversation between two students, Annie and Ben who have read the article.

[F]



(i) Identify <u>one</u> example from paragraph 1 that Annie can give to support her view.

Any of the following
- Social networking can **broaden social connections**.
- Social networking can **develop technical skills**. [1]

(ii) Give a reason Ben could use to explain his position. [F]

Any of the following:
- Teenagers have **difficulty in self-regulation.**
- Teenagers are **prone to peer pressure.**
- There might be **cyberbullying.** [1]

14 From paragraph 4, how do the different ways we use social media affect our well-being? [F]

If we use it to connect with others,	it may lead to happiness.
If we use it to compare with others,	it may lead to depression.

[2]

15 What does the phrase 'digital footprint' (line 33) refer to? [F]

Any of the following:
- It is a permanent trail that social media users leave online when they sign into any service.
- It refers to posts, comments, tweets and retweets we have left on various social media accounts. [1]

16 'Adolescence is the time to **spread wings** and **take the tentative first flight out into the world**' (lines 39 – 40). What **two** things do the phrases in bold suggest teenagers should do? [LU]

Adolescence is **the time to spread wings**	Teenagers should - explore their abilities/talents - learn about their potential - fulfil their potential - find out about themselves [1] Any of the above.
and **take the tentative first flight out into the world**	Teenagers should - find out about the opportunities in the world - try new things - explore the world [1] Any of the above.

[2]

17 Why should parents not 'hover' (line 43) on social network sites? [I]

Any of the following:
- This would intrude on their children's privacy.
- This would restrict their children's freedom. [1]

18 **Using your own words as far as possible**, summarise the impact of social media on teenagers.

Use only the material from paragraphs 2 to 5 of the 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.

One of the many impacts of social media on teenagers is ... [15]

Passage Analysis

2	One example is cyberbullying. **[CP1]** The American Psychological Association defines bullying as aggressive behaviour by an individual that causes discomfort to another. This could take the form of sending menacing online advances, forwarding a private note to a group without the permission of the original writer, or trolling – the act of deliberately inflicting hatred, bigotry, racism, misogyny anonymously. Pew research found that nearly 39 percent of teens on social network have been cyberbullied in some way, compared with 22 percent of online teens who do not use social networks.
3	Cyberbullying appears easy to the bully because they do not see their victims' reactions in person, and thus the impact of the consequences is small. In reality, however, the consequences can be life altering to the extent that the victims could go as far as taking their lives **[CP2]** or become psychologically distressed enough to require medical intervention. **[CP3]**
4	"Facebook depression," is another problem teenagers have to deal with **[CP4].** It is defined as emotional disturbance that develops when preteens and teens spend a great deal of time on social media sites. Recent studies have shown that comparisons are the main cause of Facebook depression. The studies showed that comparing with people better than oneself is likely to make you feel bad about yourself. **[CP5]** However, there are contradictory reports as well. Another study showed that Facebook makes us happier **[CP6]** and there is increased social trust and engagement among users. **[CP7]** These studies show that the effect of social network on well-being hinges on how social networks are used — whether to connect or to compare **[repeat of CP 5 & CP6].**
5	Another risk of extensive social networking among youth is having your private life exposed to the world. **[CP8]** The digital footprint is a permanent trail that users of social media leave the moment they sign into any service.**[CP9]** The digital footprint, by its permanence, can have serious repercussions in future. Potential employers and those in our social circles may learn about things that disadvantage us **[CP10]** through the posts, comments, tweets and retweets we have left on various social media accounts. Finally, a recent survey of 1000 Americans teenagers found that half of them divulged too much personal data online which was then used against them. **[CP11]**

CP	Original	Rephrased
1	One example is cyberbullying.	cyberbullying
2	the **consequences** can be **life altering** to the extent that the victims could go **as far as taking their lives**	whose **effect** may be so **damaging/** life **changing** that victims **may even commit suicide**
3	become **psychologically distressed enough** to **require medical intervention.**	become **so mentally affected that** they **need medical help/attention**
4	"Facebook depression" is another problem teenagers have to deal with Not accepted: 'an emotional disturbance that develops when preteens and teens spend a great deal of time on social media sites' – **this is the definition of FB depression, i.e. an elaboration of it rather than the key point itself.**	Another impact is 'Facebook depression'
5	The studies showed that comparing with **people better than oneself** is likely to make **you feel bad about yourself**	Research showed that comparing with **superior others** tends to make one **depressed**
6	Another study showed that Facebook **makes us happier**	A different study, however, illustrated that Facebook **lifts our spirits/**makes us **more joyful/positive**
	These studies show that the effect of social network on well-being hinges on how social networks are used — whether to connect or to compare.	Note: This is a repeat of CP 5 and CP6. CP5: If we use it to compare with others, it may lead to depressions. CP6: If we use it to connect with others, it may lead to happiness. If students copy wholesale, **only award 1m** if previously **no marks** were awarded for either CP5 or CP6.
7	and there is **increased** social trust and **engagement** among users.	and **improves** social trust and **interaction** among users
8	Another risk of extensive social networking among youth is **having your private life exposed to the world.**	The third impact is **the loss of privacy**
9	The digital footprint is a **permanent trail** that users of social media leave the moment they sign into any service.	The digital footprint leaves **an unerasble mark** on social media.
10	**Potential employers** and **those in our social circles** may **learn about things** that **disadvantage us**	**Future bosses** and **friends** may **know** things that **negatively affect us / are not in our favour**
11	a recent survey of 1000 Americans	Many American teenagers

CP	Original	Rephrased
	teenagers found that half of them divulged too much personal data online **[repeat of CP9]** which was then **used against them**	revealed/exposed/shared too much personal information online **[repeat of CP9]** which was **used to hurt/damage** them

One of the many impacts of social media on teenagers is ...

cyberbullying whose effects may be so damaging that it may cause victims to commit sucide or become so mentally affected that they need medical help/attention. Another impact is 'Facebook depression'. Research showed that comparing with superior others tends to make one depressed. The third impact is the loss of privacy. Future bosses and friends may learn about things that negatively affect us. Many American teenagers revealed too much personal information online which was used to damage them.

(77 words for 8CP, omitted CP6, 7 &9)

Marking Rubrics for Language Use Component [7 marks]:

Marks	Language
0	- Complete transcript - Inclusion of irrelevant sections - Incoherence
1 – 2	- Indiscriminate lifting with no selection of relevant points - Single-word substitution - Fragments - Poor grammar and spelling
3 – 4	- Some attempts to rephrase (but not always accurate) - Consistent single-word substitution - Largely accurate grammar and spelling
5 – 6	- Generally successful attempts to rephrase - Appropriate connectors - Almost accurate grammar and spelling
7	- Accurate rephrasing - Effective connectors - Good grammar and spelling

End of Paper

Name:	Index no:	Class:

HONG KAH SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

Paper 1 Writing **1128/01**

Sec 2 Express **05 May 2016**

INSERT **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Fasten the completed **Section A** to your Answer Paper.

This document consists of **2** printed pages, including this page.

Setter: **Mrs Vivian Lock**

[Turn over

Section A [10 marks]

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

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

Example:

I arrive (to) my destination at 2 pm. at

My mother always wears sensible clothes. ✓

The jerboa is a nocturnal animal which spends most of its daylight hours hidden

beneath the surface of the ground. It is the animal which is mainly found in 1. _____

deserts. It is best known for its leaping ability when it uses to escape predators. 2. _____

When about to jump, the jerboa raises its body by using its hind legs, and 3. _____

supported itself upon its tail. The forefeet are so closely pressed to the breast, 4. _____

that they can hardly be seen. It then leaps onto air and lands upon its four feet, 5. _____

and immediately straightens itself. Then it makes many jump one after another 6. _____

so quick that it appears as if it is flying rather than running. The jerboa walks 7. _____

upright or hops. When chased, jerboas can ran at up to 24 kilometres per hour. 8. _____

Primarily a solitary animal, a jerboa lives alone in its burrow. Using its teeth, 9. _____

nose and claws, it may excavate a simple single-tunnel burrow that is uses to 10. _____

escape from predators or to hide from extreme temperatures.

Name:	Index no:	Class:

HONG KAH SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

70

Paper 1 Writing — **1128/01**

Sec 2 Express — **05 May 2016**

Additional Materials: Insert — **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

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

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

Section A is an Insert.
For Section A write your answers in the spaces provided on the Insert.
For Section B and Section C write your answers on the separate Answer Paper provided.
At the end of the examination, fasten all your work securely together.

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

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

This document consists of 4 printed pages and 1 Insert.

Setter: **Mrs Vivian Lock**

[Turn over

Section B [30 marks]

You are advised to write between 200 and 300 words for this section.

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

The school is organising a level camp for the Secondary 2 students. The school's Year Head has shortlisted two camps: an adventure camp organised by the Outward Bound School and a values-in-action camp organised by the International Volunteer Association. You are the President of the Student Council. Write a proposal to your Year Head to recommend the camp which best suits the Secondary 2 students.

Your proposal should include:

- the objectives of the camp
- your recommendation and reasons for it
- details of the activities which the students will take part in during the camp
- how the Secondary 2 students could benefit from the experience.

Write your letter in clear, accurate English and in a persuasive tone to convince the Year Head that the camp you have chosen will be suitable for the Secondary 2 students.

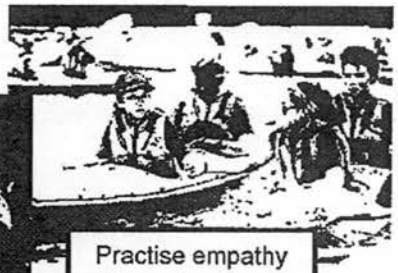
You may add any other details that might be of interest.
You should use your own words as much as possible.

OUTWARD BOUND SINGAPORE

Our adventure emphasises character building and basic leadership development to help young people better face challenges in life. This four-day course is held outdoor with rope confidence elements, land-based activities and sea activities on and around Pulau Ubin.

Develop a caring & responsible attitude for the environment

Demonstrates courage to take on challenges



Practise empathy towards others

Volunteer Abroad

Fun in Art and Crafts

Dramatisation in English

Bonding through games

Take part in our values-in-action camp in Thailand!

Volunteering in Thailand is a meaningful and fun way to spend your holidays overseas. You will plan and lead activities with children in orphanages and rescue centres. Activities might include teaching English, art and crafts, sports and games, singing and dancing. You also get a chance to experience living abroad and learning the Thai culture!

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1. Write about the things that make you proud of your country.

2. Describe a person whom you admire.

3. Write about a time when you had no access to any form of electronic gadgets.

4. Homework serves no real purpose in education. Do you agree?

END OF PAPER

Name:	Index no:	Class:

HONG KAH SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE 50

Paper 2 Comprehension **1128/02**

Sec 2 Express **06 May 2016**

Insert **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

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

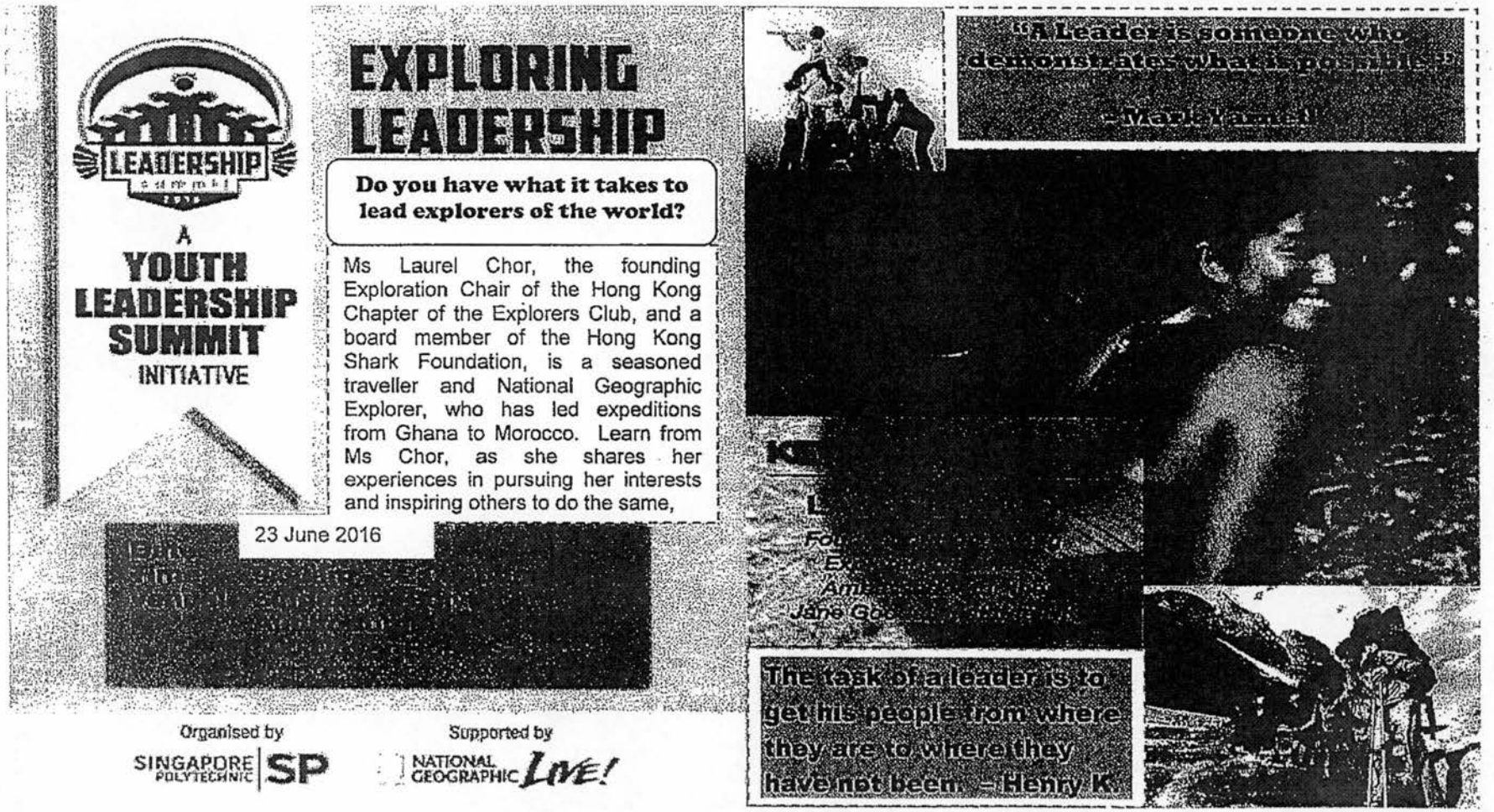
This document consists of 4 printed pages.

Setter: Mrs Vivian Lock [Turn over

Section A

Text 1

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



Section B

Text 2

The text below describes the scene in the courtroom where a man stood trial for corruption and bribery. Read it carefully and answer Questions 5–13 in the Question Booklet.

1 For three or four weeks Obi Okonkwo had been bracing himself for this moment, practising how to maintain a straight face. He wanted to make sure that no one would see his apprehension. That morning, he strolled into the courtroom, appearing unruffled and indifferent. Sitting down next to his attorney, he started twirling a pen in his hand. The proceeding seemed to be of little interest to him. Except for one brief moment at the very beginning when one of the lawyers had gotten into trouble with the judge.

2 "This court begins at nine o'clock. Why are you late?"

3 Whenever Mr Justice William Galloway, Judge of the High Court of Lagos and the Southern Cameroons, looked at a victim he fixed him with a gaze that would pulverise rock. Lowering his head like a charging ram, he looked over his gold-rimmed spectacles at the lawyer.

4 "I am sorry, Your Honour," the man stammered. "My car broke down on the way."

5 The judge continued to look at him for a protracted time. Then he said very abruptly, "All right, Mr Adeyemi. I accept your excuse. But I must say I'm getting sick and tired of your habitual tardiness and your constant excuses about the problem of locomotion."

6 There was suppressed laughter in the courtroom. Even Obi Okonkwo smiled a wan and shy smile.

7 Obi was overwhelmed by the large turnout in the courtroom. Every available space in the court-room was taken up. There were almost as many people standing as sitting. The case had been the talk of Lagos for a number of weeks and on this last day anyone who could possibly leave his job was there to hear the judgement. Some Civil Servants paid as much as ten shillings and sixpence to obtain a doctor's certificate of illness for the day.

8 Obi's unresponsiveness did not show any signs of decreasing even when the judge began to sum up. It was only when he said: 'I cannot comprehend how a young man of your education and brilliant promise could have done this' that a sudden and marked change occurred. Treacherous tears came into Obi's eyes, betraying his remorse. He brought out a white handkerchief and rubbed his face. But he did it as people do when they wipe sweat. He even tried to smile and belie the tears. All that stuff about education and promise and betrayal had not taken him unawares. He had expected it and rehearsed this very scene a hundred times until it had become as familiar as a friend.

9 In fact, some weeks ago when the trial first began, Mr Green, his boss, who was one of the prosecution witnesses, had also said something about a young man of great promise. And Obi had remained completely unmoved. Mercifully he had recently lost his mother, and his wife Clara had gone out of his life. The two events following closely on each other had dulled his feelings and left him a different man, able to look words like 'education' and 'promise' squarely in the face. But now when the supreme moment came he was betrayed by treacherous tears.

Adapted from *No Longer At Ease* by Chinua Achebe

Section C

Text 3

The text below is about how humans acquired the taste for milk. Read it carefully and answer Questions 14–19 in the Question Booklet.

1 The sandy dunes of the Sahara may seem an unlikely place for a dairy farm as it seems impossible that cattle could survive in such a hostile environment, but about 7,000 years ago, herders tended and milked cattle in what is now arid and desolate land, according to a new research.

2 A team from University of Bristol, who analysed fossilised bones discovered in the Sahara desert, found that about 7,000 years ago, cattle, sheep and goats roamed over the once lush savanna. Colourful ancient rock art found widely across the region depicts cattle herding among early Saharan pastoral groups, and includes rare scenes of milking. But reliable dates for this art are hard to ascertain, and little direct evidence exists to determine whether dairying was widely practised.

3 By analysing pottery fragments, researchers have shown that these early herders were not only milking their livestock, but also processing milk into products like yogurt, cheese and butter. Analysis of tiny fragments of pottery taken from the Takarkori rock shelter, a prehistoric dwelling in the Libyan Sahara shows evidence of a varied diet, with signs found for plant oils and animal fat. The most common fats were of animal origin, with some deriving from flesh and others from milk. The most dairy-fat rich pottery shards came from the same time periods when more cattle bones are found in the cave layers.

4 From the earliest days of human evolution, the relationship between man and beast has been close. Initially, animals were hunted for their flesh which became a vital source of energy. As cultures became more complex, animals were domesticated and at some time in the past, humans began to exploit them for their milk.

5 In 2008 the same team from University of Bristol published research showing the dairy industry dates back at least nine thousand years. They studied 2,200 pottery vessels and found the oldest evidence of processing milk into butter, yoghurt and other products in north-west Turkey.

6 No one has ever before looked for evidence of dairy farming in African herding tribes but the new findings help explain how humans got their taste for milk. People first settled down to an agricultural lifestyle in the Near East about 8,000 or 9,000 years ago. Soon after, they took up dairy farming. The milk habit then spread across Europe in fits and starts.

7 At the same time, though, people were also migrating from the Near East into what is now Egypt and other parts of Africa. This movement spread dairying to north Africans, who were previously settled hunter-gatherers and fishermen. As new immigrants moved in with cattle, these native people would have quickly seen the benefits of 'marvellous big hunks of food on the hoof'.

8 Humans had to evolve to match their new source of protein, however. Originally, mankind was lactose intolerant, meaning that milk drinking was an invitation for an upset stomach. Processing milk into yogurt and cheese would have helped, but humans also adapted: As dairying spread, so did genes that confer lactose tolerance.

9 The researchers now plan to analyse more pottery samples from more northern African dwellings. The goal is to get a better picture of how dairy - and cows - spread among the people of the continent.

Adapted from *Once-Green Sahara Hosted Early African Dairy Farms* by Stephanie Pappas

Name:	Index no:	Class:

HONG KAH SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE 50

Paper 2 Comprehension **1128/02**

Sec 2 Express **06 May 2016**

Additional Materials: Insert **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

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

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

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

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

This document consists of 8 printed pages and 1 Insert.

Setter: **Mrs Vivian Lock**

[Turn over

Section A [5 marks]

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

1 Who is the targeted audience of this advertisement?

_____

_____ [1]

2 Look at the photograph of the keynote speaker Ms Laurel Chor. What two qualities of Ms Laurel Chor do you think the photograph portrays?

_____

_____ [2]

3 In the title of the advertisement, the writer involves the reader by using 'you'. In what other way does the writer involve the reader through the title? .

_____

_____ [1]

4 Write down one sentence which shows that a leader encourages his people to explore beyond their comfort zones.

_____

_____ [1]

Section B [20 marks]

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

5 In paragraph 1, the writer suggests that Obi did not appear very worried about his trial. From the same paragraph, pick out and write down three of Obi's actions and explain in each case how his action showed his lack of worry.

(i) Action 1 _____

_____ [1]

(ii) Action 2 _____

_____ [1]

(iii) Action 3 _____

_____ [1]

6 "Whenever Mr Justice William Galloway ... looked at a victim he fixed him with a gaze that would pulverise rock" (lines 8 – 9).

(i) In what manner was the judge looking at his victim?

_____

_____ [1]

(ii) What do you think the judge was trying to achieve by looking at his victim in this manner?

_____

_____ [1]

7 In line 10, the writer compares the judge to a 'charging ram'.

(i) What does this expression tell us about the judge's feeling?

_____

_____ [1]

(ii) What does the word 'charging' suggest about what the judge was likely to do next?

_____

_____ [1]

8 Find words in paragraph 5 which suggest

(i) persistent problem in keeping time _____ [1]

(ii) a prolonged period _____ [1]

9 'There was *suppressed laughter* in the courtroom. (line 15). What does the phrase in italics suggest about the atmosphere in the courtroom?

_____

_____ [1]

10 Identify 2 pieces of evidence from paragraph 7 that indicate the high level of the interest the public had in the outcome of the case.

_____

_____

_____

_____ [2]

11 In paragraph 8, the writer says 'a sudden and marked change occurred'. (line 24)

(i) What was the change?

_____

_____ [1]

(ii) What could have resulted in that change?

_____ [1]

12 Write down two actions Obi took in paragraph 8 that tell you he was putting up a brave front.

Action 1: _____

_____

Action 2: _____

_____ [2]

13 The structure of the text reflects the main feelings of Obi Okonkwo as he reacted to the events in the courtroom. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra phrases in the box you do not need to use.

Obi Okonkwo's feelings

irritation	shock	anxiety
relief	amusement	guilt

Flow chart

Paragraph 1: **(i)** _____

↓

Paragraphs 2-6: **(ii)** _____

↓

Paragraph 7: **(iii)** _____

↓

Paragraphs 8-9: **(iv)** _____

[4]

Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 14–19.

14 Find words in paragraph 1 which suggest that the Sahara desert is

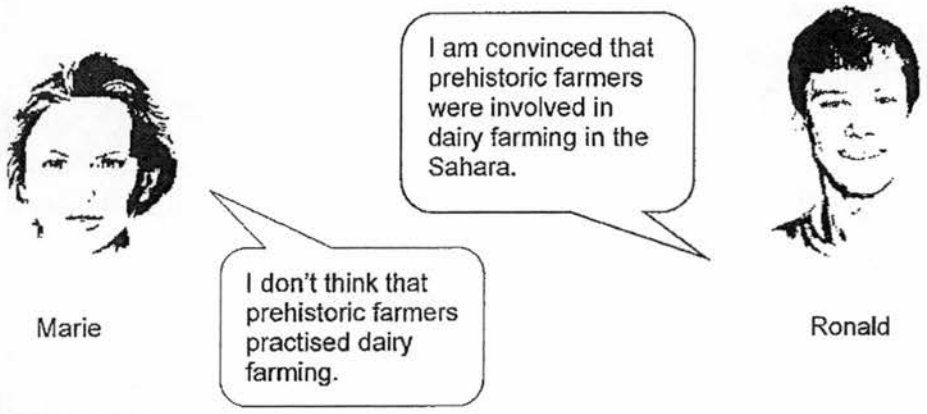
(i) a barren place _____ [1]

(ii) a place with unfavourable conditions _____ [1]

15 According to paragraph 2, what was the Sahara before it became a desert?

_____ [1]

16



(i) Give two pieces of evidence from paragraph 2 that have convinced Ronald.

_____

_____

_____

_____ [2]

(ii) Explain with reference to paragraph 2, why Marie feels as she does.

_____

_____

_____

_____ [2]

17 With reference to paragraph 3, besides milking of livestock, what are two discoveries that the researchers made about early herders from their study of the pottery fragments, with reference to paragraph 2?

_____

_____ [2]

18 According to paragraph 8, what happens to lactose intolerant people who drink milk?

_____ [1]

19 **Using your own words as far as possible**, summarise the development of the milk culture.

Use only information from paragraphs 4 to 8.

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

The milk culture began when people started _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

No of words: [15]

END OF PAPER

Name: Answer Key	Index no:	Class:

HONG KAH SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

Paper 1 Writing **1128/01**

Sec 2 Express **05 May 2016**

INSERT **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A.**

Write your answers in the spaces provided.

Fasten the completed **Section A** to your Answer Paper.

This document consists of **2** printed pages, including this page.

Setter: **Mrs Vivian Lock** [Turn over

Section A [10 marks]

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

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

Example:

I arrive (to) my destination at 2 pm. at

My mother always wears sensible clothes. ✓

The jerboa is a nocturnal animal which spends most of its daylight hours hidden	
beneath the surface of the ground. It is the animal which is mainly found in	1. an (article)
deserts. It is best known for its leaping ability when it uses to escape predators.	2. which (rel pronoun)
When about to jump, the jerboa raises its body by using its hind legs, and	3. ✓
supported itself upon its tail. The forefeet are so closely pressed to the breast,	4. supports (tense)
that they can hardly be seen. It then leaps onto air and lands upon its four feet,	5. into (prep)
and immediately straightens itself. Then it makes many jump one after another	6. jumps (agreement)
so quick that it appears as if it is flying rather than running. The jerboa walks	7. quickly (WF)
upright or hops. When chased, jerboas can ran at up to 24 kilometres per hour.	8. run (modal verb)
Primarily a solitary animal, a jerboa lives alone in its burrow. Using its teeth,	9. ✓
nose and claws, it may excavate a simple single-tunnel burrow that is uses to	10. used (verb form)
escape from predators or to hide from extreme temperatures.	

HONG KAH SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
MARKERS' REPORT
PAPER 1

Level/ Stream Secondary 2 Express

Name of Marker Pasiah Diah

Paper 1 Editing	
Qn No.	**Comments**
Qn 1	Most of the students were able to identify the error in the article used and correctly gave 'an' as the answer.
Qn 2	Many students did not spot the error in relative pronoun and it was ticked as correct in many scripts.
Qn 3	Majority of the students were able to realise that there were no errors and correctly gave a tick.
Qn 4	Most students could identify the tense error and gave 'supports' as the answer.
Qn 5	Only the high ability students could spot the preposition error and gave the answer as 'into'.
Qn 6	Few students could recognise 'jump' as agreement error (noun form). Many took 'and' as a conjunction error and changed it to 'but', which was wrong.
Qn 7	The error in word form was recognised by most students who correctly gave the adverb 'quickly' as the answer.
Qn 8	There were some students who could not spot 'ran' as the modal verb error. They either put a tick or some changed 'can' to 'could' as the answer.
Qn 9	Not many students saw this line as no error in it. Some changed 'using', which is correct, to 'use' as the answer.
Qn 10	This verb form error proved manageable for most students and they could correctly spot the error in 'uses'. Many changed it to 'used' as the answer.
General Comments	It is heartening that many students managed to pass the editing section of Paper 1, scoring between 5 to 7 marks. All students followed instructions and circled the errors.

Paper 1 Situational Writing

Comments on Task Fulfilment

Strengths

- Most students scored at least 5 or 6 marks for task fulfilment as they were able to include most of the relevant points and expand on these points briefly.
- Most students were able to organise their writing to some extent. While many followed a linear approach and organised their writing according to the given bullet points, there were some who compared the two camps when providing both reasons and benefits. Stronger students provided recommendation and their reasons, followed by details of the activities and the benefits participants could derive from the experience. This organisation structure was apparent in many scripts.
- Almost all of the scripts followed the letter format for the proposal as required by the question.
- Many students could control the tense required of a proposal writing and ended the proposal accordingly.

AFIs

- Many of the proposals did not contain subject heading. Furthermore, many of the scripts lacked purpose of writing and background information (eg identify self and task given).
- Those ambitious scripts that made comparison of the two camps, did so at the expense of the details required of the activities for the proposed camp.
- There were quite a number of scripts neglected the first bullet point ie. objectives of the camp. Those who did copied wholesale from the enclosure.
- There was a noticeable lifting of texts from many scripts. Students were not able to paraphrase. Furthermore, only a handful could make use of the given information and visual stimulus well. When these were used, students had the tendency to lift.
- While there was an attempt to elaborate on given ideas, elaboration was often brief and vague. Many were contented on meeting the first 200 word count only. Very few scripts were written within the 300 word count or more.
- A small handful was not able to achieve the desired tone and register. Some sounded informal, writing to the Year Head.

Common Language Errors

On the whole, the students were able to write more clearly for the situational writing task than the free writing task. They were able to construct proper sentences though there were a few who had problems with run-on sentences or sentence fragments.

- Subject-verb agreement errors - Examples: ... activities is... / One of the benefits are ... / The activities for the students is
- Errors in agreement - Examples: This activities are ...
- The following words were commonly misspelt:
  - activites (activities)
  - sincerly (sincerely)
- Punctuation errors resulting in run-on sentences or sentence fragments

Paper 1 Essay

Questions 2 and 4 were the more popular topics. A great number of the students need to work on their sentence skills as many scripts contained run-ons and stringy sentences. Meaningful expressions were not achieved in many scripts as students had the tendency to write whatever came into their mind, so many expressions were vague and difficult to understand. There were also a good number of scripts that had problems with tense.

Comments on Question 1
"Write about the things that make you proud of your country."

This was the least favourite topic. Those who attempted this question could provide a good scope of what made them proud of Singapore. Obviously, they had chosen things that they could talk about and describe them.

Comments on Question 2
Describe a person whom you admire?

This question attracted a number of students. Unfortunately, many students actually elaborated on the event(s) and thing(s) this person does/did or what they do/did together rather than the qualities or attributes of this admirable person that could be gleaned from the events. Many scripts became a narrative one instead but without description of their feelings. Also, many lacked the vocabulary to describe the person.

Comments on Question 3
Write about a time when you had no access to any form of electronic gadgets.

A number of students attempted this question as it provided the opportunity to write a narrative essay, which many of them are familiar with. The weakness of many scripts was the lack of focus on the moment when the gadget was not available and on their feeling. Many contained only a small paragraph or a brief mention of survival without this gadget. Moreover, sadly this was not followed by some form of resolution about not having access to any form of electronic gadgets. Many of them lacked the rich vocabulary required to vividly describe their feelings and the situation.

Comments on Question 4
Homework serves no real purpose in education. Do you agree?

This expository essay was another favourite topic. However, very few candidates were able to provide a clear, structured and well-thought out argument. Many also lacked thesis statement and paragraphs with topic sentences and the relevant supporting ideas. Whilst some scripts showed promising ideas, these could not be articulated or expressed by the students in a logical/structured manner.

Common Language Errors

Following are the common language errors found in the students' writing:

1. Sentence run-ons / stringy sentences
   Many students have the tendency to write sentence run-ons and long sentences with rambling expressions.
2. Subject-verb agreement
3. Agreement
4. Tense

Name: MARK SCHEME	Index no:	Class:

HONG KAH SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE / 50

Paper 2 Comprehension — **1128/02**

Sec 2 Express — **06 May 2016**

Additional Materials: Insert — **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

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

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

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

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

This document consists of 8 printed pages and 1 Insert.

Setter: **Mrs Vivian Lock** **[Turn over**

Section A [5 marks]

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

1 Who is the targeted audience of this advertisement?

The targeted audience are young people who are interested to learn more about leadership.

[1]

2 Look at the photograph of the keynote speaker Ms Laurel Chor. What two qualities of Ms Laurel Chor do you think the photograph portrays?

She loves the nature the outdoors (1m) (clue: being in a forest) and

she is caring towards animals (1m) (carrying a monkey). [2]

3 In the title of the advertisement, the writer involves the reader by using 'you'. In what other way does the writer involve the reader through the title? .

The title is written as a (rhetorical) question to involve the reader.

[1]

4 Write down one sentence which shows that a leader encourages his people to explore beyond their comfort zones.

The task of a leader is to get his people from where they are to where they have not been.

[1]

Section B [20 marks]

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

5 In paragraph 1, the writer suggests that Obi did not appear very worried about his trial. From the same paragraph, pick out and write down three of Obi's actions and explain in each case how his action showed his lack of worry.

(i) Action 1 'He strolled into the courtroom' suggests that he did not feel any sense of urgency or that he felt very relaxed. [1]

(ii) Action 2 'appearing unruffled and indifferent' suggests that he looked calm and did not appear to be bothered. [1]

(iii) Action 3 'started twirling a pen in his hen' suggests that he felt bored and looked for distractions. [1]

6 "Whenever Mr Justice William Galloway ... looked at a victim he fixed him with a gaze that would pulverise rock" (lines 8 – 9).

(i) In what manner was the judge looking at his victim?

The judge was looking intensely/ sternly/ piercingly at his victim. [1]

(ii) What do you think the judge was trying to achieve by looking at his victim in this manner?

He was trying to frighten/intimidate his victim. OR make his victim feel uncomfortable/uneasy/embarrassed. [1]

7 In line 10, the writer compares the judge to a 'charging ram'.

(i) What does this expression tell us about the judge's feeling?

The judge was probably annoyed/irritated/impatient/angry/displeased. [1]

(ii) What does the word 'charging' suggest about what the judge was likely to do next?

The judge was likely to lecture/reprimand/scold the lawyer for his tardiness. [1]

8 Find words in paragraph 5 which suggest

(i) persistent problem in keeping time habitual tardiness [1]

(ii) a prolonged period protracted time [1]

9 'There was *suppressed laughter* in the courtroom. (line 15). What does the phrase in italics suggest about the atmosphere in the courtroom?

The atmosphere in the courtroom was so tense/serious that people had to control their laughter and did not dare to laugh out loud. [1]

10 Identify 2 pieces of evidence from paragraph 7 that indicate the high level of the interest the public had in the outcome of the case.

The first piece of evidence is 'every available space in the court-room was taken up'. / 'there were almost as many people standing as sitting'.

Secondly, some civil servants actually paid as much as ten shillings and sixpence to their obtain a doctor's certificate of illness to be at the courthouse for that day. [2]

11 In paragraph 8, the writer says 'a sudden and marked change occurred'. (line 24)

(i) What was the change?

At first, Obi was unresponsive / uninterested but after a comment made by the judge, Obi cried. [1]

(ii) What could have resulted in that change?

He was felt regretful/ remorseful. [1]

12 Write down two actions Obi took in paragraph 8 that tell you he was putting up a brave front.

Action 1: He wiped his tears like how people wipe their sweat so no one would notice that he was crying.

Action 2: He tried to smile.

[2]

13 The structure of the text reflects the main feelings of Obi Okonkwo as he reacted to the events in the courtroom. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra phrases in the box you do not need to use.

Obi Okonkwo's feelings

irritation	shock	anxiety
relief	amusement	guilt

Flow chart

Paragraph 1: **(i)** anxiety

↓

Paragraphs 2-6: **(ii)** amusement

↓

Paragraph 7: **(iii)** shock

↓

Paragraphs 8-9: **(iv)** guilt

[4]

Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 14–19.

14 Find words in paragraph 1 which suggest that the Sahara desert is

(i) a barren place arid and desolate land [1]

(ii) a place with unfavourable conditions hostile environment [1]

15 According to paragraph 2, what was the Sahara before it became a desert?

Lush grasslands [1]

16

Marie

I don't think that prehistoric farmers practised dairy farming.

I am convinced that prehistoric farmers were involved in dairy farming in the Sahara.

Ronald

(i) Give two pieces of evidence from paragraph 2 that have convinced Ronald.

Fossilised bones show that cattle, sheep and goats used to roam over the grasslands.

Rock art found depicts cattle herding among early Saharan pastoral groups which includes rare scenes of milking. [2]

(ii) Explain with reference to paragraph 2, why Marie feels as she does.

The researchers could not determine the accurate dates of the rock art showing scenes of dairy farming (1m) so there is insufficient proof (1m) to show that dairy farming ever took place at the Sahara. [2]

17 With reference to paragraph 3, besides milking of livestock, what are two discoveries that the researchers made about early herders from their study of the pottery fragments?

They processed milk into products like yogurt, cheese and butter.

They had a varied diet. [2]

18 According to paragraph 8, what happens to lactose intolerant people who drink milk?

They get upset stomachs. [1]

19 **Using your own words as far as possible**, summarise the development of the milk culture.

Use only information from paragraphs 4 to 8.

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

The milk culture began when people started ...

From passage	In own words
1. After animals were domesticated	1. rearing animals
2. and at some time in the past, humans began to exploit them for their milk.	2. and learned to obtain and drink milk from animals.
3. research showing the dairy industry dates back at least nine thousand years	3. Dairy farming first took place more than nine thousand years ago.
4. They studied 2,200 pottery vessels and found the oldest evidence of processing milk into butter, yoghurt and other products in north-west Turkey.	4. People in north-west Turkey were the first to make butter, yogurt and other dairy products from milk.
5. In Africa, people first settled down to an agricultural lifestyle in the Near East about 8,000 or 9,000 years ago. Soon after, they took up dairy farming.	5. In Africa, people started dairy farming about 9000 years ago.
6. The milk habit then spread across Europe in fits and starts.	6. The milk culture spread sporadically to Europe.
7. At the same time, though, people were also migrating from the Near East into what is now Egypt and other parts of Africa. This movement spread dairying to north Africans	7. North Africans took to dairying when people from Near East shifted into Egypt and Africa.
8. As new immigrants moved in with cattle, these native people would have quickly seen the benefits of 'marvellous big hunks of food on the hoof'.	8. When new settlers shifted in with cattle, they realised the advantages of the dairy farming.

9. Originally, mankind was lactose intolerant	9. Mankind used to be lactose intolerant
10. As dairying spread, so did genes that confer lactose tolerance.	10. But soon acquired the genes for lactose tolerance as the milk culture spreads.

(Content: maximum of 8 marks for 8 points. Language: maximum of 7 marks)

END OF PAPER

Name: MARKER'S REPORT	Index no:	Class:

HONG KAH SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE 50

Paper 2 Comprehension **1128/02**

Sec 2 Express **06 May 2016**

Additional Materials: Insert **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

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

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

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

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

This document consists of 8 printed pages and 1 Insert.

Setter: **Mrs Vivian Lock** [Turn over

Section A [5 marks]

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

1 Who is the targeted audience of this advertisement?

The targeted audience are young people who are interested to learn more about leadership.

[1]

Marker's comments:
The focus of the question is the group of people that the advertisement is meant for hence the answer has to be about the group of people who wants or aspire to be leaders.
It is not just for people with leadership potential, which narrows the scope.

2 Look at the photograph of the keynote speaker Ms Laurel Chor. What two qualities of Ms Laurel Chor do you think the photograph portrays?

She loves the nature the outdoors (1m) (clue: being in a forest) and

she is caring towards animals (1m) (carrying a monkey). [2]

Marker's comments:
Accepted answers – adventurous (loves nature, outdoor), kind / compassion (caring)
There are more correct response for the second quality. Some students wrote friendly / loves animals both which do not highlight the qualities that the answer is looking for.

3 In the title of the advertisement, the writer involves the reader by using 'you'. In what other way does the writer involve the reader through the title? .

The title is written as a (rhetorical) question to involve the reader.

[1]

Marker's comments:
Many students got this question right. They might not use the term 'rhetorical' but as long as they wrote something to the extent of asking questions to involve readers, they will be awarded the mark.

4 Write down one sentence which shows that a leader encourages his people to explore beyond their comfort zones.

The task of a leader is to get his people from where they are to where they have not been.

[1]

Marker's comments:
Most students got this question right. This is a factual question which requires students to select the right quote.

Section B [20 marks]

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

5 In paragraph 1, the writer suggests that Obi did not appear very worried about his trial. From the same paragraph, pick out and write down three of Obi's actions and explain in each case how his action showed his lack of worry.

(i) Action 1 'He strolled into the courtroom' suggests that he did not feel any sense of urgency or that he felt very relaxed. [1]

(ii) Action 2 'appearing unruffled and indifferent' suggests that he looked calm and did not appear to be bothered. [1]

(iii) Action 3 'started twirling a pen in his hen' suggests that he felt bored and looked for distractions. [1]

Marker's comments:
Students generally could not explain; some did not write any explanation for the actions.
One common action that students like to highlight is "maintain a straight face" telling the readers that Obi was trying to hide his true feelings. That was not what the question ask for as this point focuses more on how he controlled himself before the trial instead of during the trial.
Some accepted answers for action 1 – calm, looked confident. For action 2 - relaxed

6 "Whenever Mr Justice William Galloway ... looked at a victim he fixed him with a gaze that would pulverise rock" (lines 8 – 9).

(i) In what manner was the judge looking at his victim?

The judge was looking intensely/ sternly/ piercingly at his victim. [1]

Marker's comments: Some accepted answers – strict. Those who wrote serious, fierce were not given the mark as the question requires the student to be able to describe the stare accurately.

(ii) What do you think the judge was trying to achieve by looking at his victim in this manner?

He was trying to frighten/intimidate his victim. OR make his victim feel uncomfortable/uneasy/embarrassed. [1]

Marker's comments: Extended answers – scare (frighten) and nervous (uneasy).

7 In line 10, the writer compares the judge to a 'charging ram'.

(i) What does this expression tell us about the judge's feeling?

The judge was probably annoyed/irritated/impatient/angry/displeased.

[1]

(ii) What does the word 'charging' suggest about what the judge was likely to do next?

The judge was likely to lecture/reprimand/scold the lawyer for his tardiness.

[1]

Marker's comments: Students generally did well for these questions. The weaker ones would usually give a wrong answer to the first part and use the correct response for the first q for the second q.

8 Find words in paragraph 5 which suggest

(i) persistent problem in keeping time habitual tardiness [1]

(ii) a prolonged period protracted time [1]

Marker's comments: The question asks for words but many students assumed that they can only write one word hence they lost the marks.

9 'There was *suppressed laughter* in the courtroom. (line 15). What does the phrase in italics suggest about the atmosphere in the courtroom?

The atmosphere in the courtroom was so tense/serious that people had to control their laughter and did not dare to laugh out loud. [1]

Marker's comments: Students who did not get this question correct mistakenly thought that the suppressed laughter means that people in the courtroom were relaxing. Students only looked at the word 'laughter' and did not see the adjective 'suppressed'.

10 Identify 2 pieces of evidence from paragraph 7 that indicate the high level of the interest the public had in the outcome of the case.

The first piece of evidence is 'every available space in the court-room was taken up'. / 'there were almost as many people standing as sitting'.

Secondly, some civil servants actually paid as much as ten shillings and sixpence to their obtain a doctor's certificate of illness to be at the courthouse for that day. [2]

Marker's comments: Most students were able to highlight at least one evidence. Those who got it wrong, quoted the phrase 'on this last day anyone who could possibly leave ....was there to hear the judgement.'

11 In paragraph 8, the writer says 'a sudden and marked change occurred'. (line 24)

(i) What was the change?

At first, Obi was unresponsive / uninterested but after a comment made by the judge, Obi cried. [1]

(ii) What could have resulted in that change?

He was felt regretful/ remorseful. [1]

Marker's comments: For part (i), students did not highlight the different reaction from Obi. For part (ii), some described the actions instead of the feelings. Guilty (for remorse/regret) is not accepted.

12 Write down two actions Obi took in paragraph 8 that tell you he was putting up a brave front.

Action 1: He wiped his tears like how people wipe their sweat so no one would notice that he was crying.

Action 2: He tried to smile.

[2]

Marker's comments: Many students did score the one mark from action 1 because they simply copied the sentence from the passage without answering the q. If they had read the question, they would have added in the part on 'wiping his tears like how people wiped their sweat'.

13 The structure of the text reflects the main feelings of Obi Okonkwo as he reacted to the events in the courtroom. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra phrases in the box you do not need to use.

Obi Okonkwo's feelings

irritation	shock	anxiety
relief	amusement	guilt

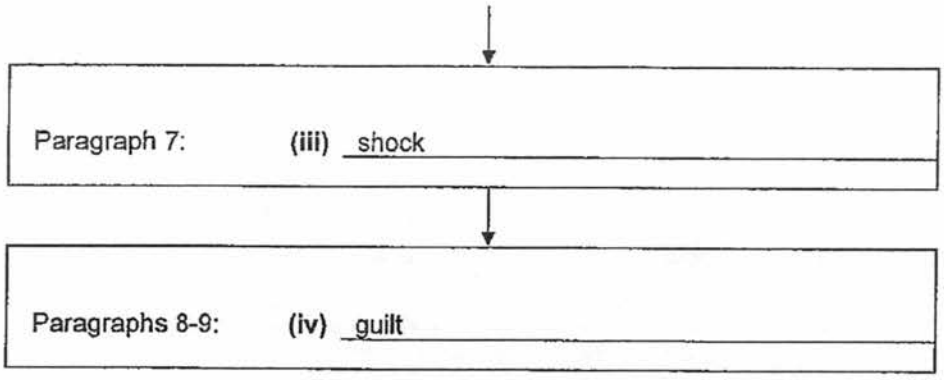
Flow chart

Paragraph 1: (i) anxiety

↓

Paragraphs 2-6: (ii) amusement

6



[4]

Marker's comments: Many students inverted answers for (ii) and (iii)

Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 14–19.

14 Find words in paragraph 1 which suggest that the Sahara desert is

(i) a barren place — arid and desolate land **[1]**

(ii) a place with unfavourable conditions — hostile environment **[1]**

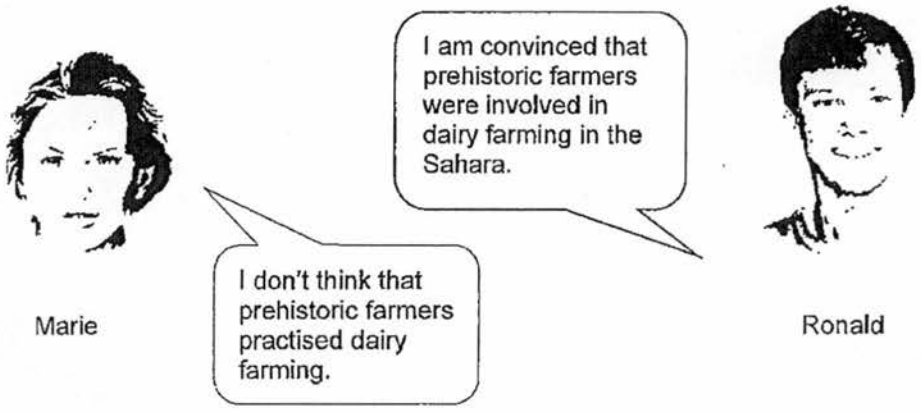
Marker's comments: Same issue as Q8, students assumed that they can only write one word so they excluded the rest which are necessary for the exact translation.

15 According to paragraph 2, what was the Sahara before it became a desert?

Lush grasslands **[1]**

Marker's comments: Other acceptable answers are lush savannah / lots of greenery. However, quite a number wrote 'dairy farm' which indicates that they have jumped a few pieces of information in the paragraph.

16



(i) Give two pieces of evidence from paragraph 2 that have convinced Ronald.

Fossilised bones show that cattle, sheep and goats used to roam over the grasslands.

Rock art found depicts cattle herding among early Saharan pastoral groups which includes rare scenes of milking. **[2]**

(ii) Explain with reference to paragraph 2, why Marie feels as she does.

The researchers could not determine the accurate dates of the rock art showing scenes of dairy farming (1m) so there is insufficient proof (1m) to show that dairy farming ever took place at the Sahara. **[2]**

Marker's comments: Q(i) Students lack inference skills to explain how these evidence led the character to believe that dairy farming existed. For Q(ii), students merely copied the sentence from the text without checking the question hence missed out the key phrase that tells us that it is the dates on the '**rock art**' that could not be determined.

17 With reference to paragraph 3, besides milking of livestock, what are two discoveries that the researchers made about early herders from their study of the pottery fragments?

They processed milk into products like yogurt, cheese and butter.

They had a varied diet. **[2]**

18 According to paragraph 8, what happens to lactose intolerant people who drink milk?

They get upset stomachs. **[1]**

19 **Using your own words as far as possible**, summarise the development of the milk culture.

Use only information from paragraphs 4 to 8.

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

The milk culture began when people started ...

From passage	In own words
1. After animals were domesticated	1. rearing animals
2. and at some time in the past, humans began to exploit them for their milk.	2. and learned to obtain and drink milk from animals.
3. research showing the dairy industry dates back at least nine thousand years	3. Dairy farming first took place more than nine thousand years ago.
4. They studied 2,200 pottery vessels and found the oldest evidence of processing milk into butter, yoghurt and other products in north-west Turkey.	4. People in north-west Turkey were the first to make butter, yogurt and other dairy products from milk.
5. In Africa, people first settled down to an agricultural lifestyle in the Near East about 8,000 or 9,000 years ago. Soon after, they took up dairy farming.	5. In Africa, people started dairy farming about 9000 years ago.
6. The milk habit then spread across Europe in fits and starts.	6. The milk culture spread sporadically to Europe.
7. At the same time, though, people were also migrating from the Near East into what is now Egypt and other parts of Africa. This movement spread dairying to north Africans	7. North Africans took to dairying when people from Near East shifted into Egypt and Africa.

8. As new immigrants moved in with cattle, these native people would have quickly seen the benefits of 'marvellous big hunks of food on the hoof'.	8. When new settlers shifted in with cattle, they realised the advantages of the dairy farming.
9. Originally, mankind was lactose intolerant	9. Mankind used to be lactose intolerant
10. As dairying spread, so did genes that confer lactose tolerance.	10. But soon acquired the genes for lactose tolerance as the milk culture spreads.

Marker's comments: Students generally did well for the summary as they were able to extract the points from the text. However, they lacked the ability to write in their own words.

(Content: maximum of 8 marks for 8 points. Language: maximum of 7 marks)

END OF PAPER

Name	Index Number	Class

JURONG SECONDARY SCHOOL
2016 MID-YEAR EXAMINATION
SECONDARY TWO EXPRESS

English Language

Paper 1 Writing — **29 April 2016**

INSERT — **1 hour 40 minutes**

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Fasten the completed **Section A** insert to your Answer Paper.

This document consists of 2 printed pages

[Turn over

Section A [10 marks]

Carefully read the text below consisting of 12 lines about youths in Singapore. The first and last lines are correct. For eight of the lines, there is <u>one</u> 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. ✓.....

Youths in Singapore are spending more time online now than ever. The average

number of hours youths in the country spend online daily have gone up from 4.8 1 .....

hours in 2011 to 5.5 hours last year, the study by Singapore Polytechnic found. The 2 .....

top 5 activities online include reading online content, viewing photos and videos, 3 .....

commenting and replying others, chat online and sharing or posting content. The 4 .....

study also found that the youths with high levels of well-being spent less time online 5 .....

daily at 5.4 hours compared to people who has low levels of well-being at 6 hours. 6 .....

Well-being in this study, is measured of health, social life, education and job 7 .....

opportunities, freedom of expressing, level of human rights, personal safety and 8 .....

sense of belonging. The study also showed that youths prefer for communicate on 9 .....

social media with their friends and face-to-face with his family members. Younger 10 .....

respondents spend more time online as compared to the older respondents.

Name	Index Number	Class

JURONG SECONDARY SCHOOL
2016 MID-YEAR EXAMINATION
SECONDARY TWO EXPRESS

English Language

Paper 1 Writing **29 April 2016**

Additional Materials: Answer Paper
Insert **1 hour 40 minutes**

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on all the work you hand in.
Write in dark blue or blue pen on both sides of the Answer Paper.

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

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

Section A is an Insert.

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

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

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

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

This document consists of **4** printed pages and **1** Insert

[Turn over

Section B [30 marks]

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

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

You are the Head of your class' Values In Action Committee and you have been tasked to suggest useful community projects and acitivities that your classmates can take part in to give back to the community during the June holidays.

You came across a community service web page online put up by the Taman Jurong Community Center that has a few activities for students to get involved in that would allow them to contribute back to the society.

Write a formal letter to your form teacher suggesting:

- two activities from the programme shown in the web page that would benefit the community
- one activity other than those shown in the web page that the students would find meaningful
- how being a part of the community service projects can also help the class to bond.

Write your letter in clear, accurate English and in a respectful and enthusiastic tone, to convince your form teacher to accept your proposal.

You should use your own words as much as possible.

www.JURONGGIVESBACK.com

A Community involvement initiative organised by Taman Jurong Community Centre

WE ARE FAMILY

Volunteer to be a helper or befriender at Blue Cross Thong Keng Home in Jurong to bring some joy to the people who live there. Its goal is to help all people and relieve the poor, the disadvantaged, the needy and the elderly, without discrimination against race, language or religion. Call us and we can make arrangements to go down to the home to offer some much-needed love and help.

CLEAN IT AND GREEN IT LIKE YOU MEAN IT!

Join us in keeping our beloved Jurong Lake Park clean and green! We meet every third Saturday of the month at the entrance of Jurong Lake Park at 9am. Rubber gloves and trashbags will be provided, so all you need to bring is yourself!

DON'T HATE, DONATE.

Taman Jurong CC is organising a big donation drive in June and we're looking for volunteers to help us collect door to door donations around the Jurong neighbourhood. Donations can be in the form of clothing, used appliances or even money, all of which will go towards helping the less fortunate in the community.

For more information feel free to contact us at 6268 3931 or drop us an email at juronggivesback@gmail.com

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1 Community service has little value in schools today. Do you agree?

2 Do you agree that Singaporean youths care more about themselves than the community?

3 Singaporeans are not doing enough to care for our elderly. Do you agree?

4 Keeping our school environment clean is a necessity. Do you agree with this statement?

Name	Index Number	Class

JURONG SECONDARY SCHOOL
2016 MID-YEAR EXAMINATION
SECONDARY 2 EXPRESS

English Language

Paper 2 Comprehension

29 April 2016

1 hour 40 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

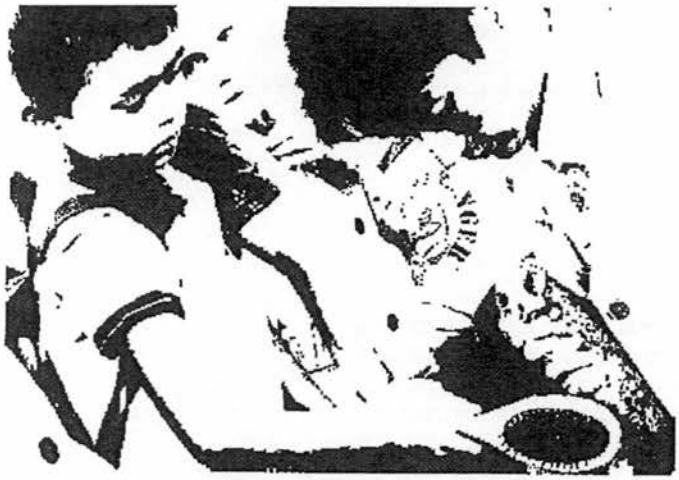
This Insert contains Text 1, Text 2 and Text 3.

Section A

Text 1

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

LET YOUR CHILD LIVE THEIR WILDEST DREAMS!



If you have children aged between 7 and 12 years old who love animals, this hands-on programme is an excellent experience during the June Holidays. Our Kidzranger Tour turns children into zookeepers for a stint. They'll get their own Kidzranger vest, and a pin-on button that gives them exclusive access to areas in the Zoo.

Highlights of the tour:

- Mingle with the horses, ponies and falabellas and learn how to tell them apart.
- Find out about the animals' quirky habits that may surprise you.
- Try your hand at grooming any animal of your choice.
- Feed our hungry goats.

ALL THE ABOVE WITHOUT HAVING TO QUEUE OR WAIT!

To register for the Kidzranger Tour,

CALL 6221 1122 or

EMAIL wildlifediscoverer@zoo.com.sg

HURRY! While SLOTS are available!

Section B

Text 2

The text below describes a scene of a disaster from the eyes of an Angel of Death. Read it carefully and answer Questions 5 - 14.

1 This time, I had come for a man of perhaps twenty-four years of age. It was a beautiful thing in some ways. The plane was still coughing. Smoke was leaking from both its lungs. When it happened, three deep gashes were made in the earth. Its wings were now sawn-off arms. No more flapping. Not for this metallic little bird.

2 Sometimes I arrive too early. I rush, and some people cling longer to life than expected.

3 After a small collection of minutes, the engine exhausted itself. There was nothing left to give, except for it to finally crash.

4 A boy arrived first, with cluttered breath and what appeared to be a toolbox. With great trepidation, he approached the cockpit and watched the pilot, gauging if he was alive, at which point, he still was. From the toolbox, the boy took out, of all things, a teddy bear. He reached in through the torn windshield and placed it on the pilot's chest. The smiling bear sat huddled among the crowded wreckage of the man and the blood. A few minutes later, I took my chance. The time was right.

5 I walked in, loosened his soul, and carried it gently away. All that was left was the body, the dwindling smell of smoke, and the smiling teddy bear.

6 As the crowd arrived in full, things, of course, had changed. When the crash happened, the skies carried the shade of coal. The horizon was beginning to be that of a burning charcoal instead. What was left of the blackness above was nothing now but a scribble, and disappearing fast.

7 The man, in comparison, was the colour of bone. Skeleton-coloured skin. A ruffled uniform. His eyes were emotionally disconnected—like a broken screen—and his soul from right above where he was, appeared to be an odd, yet familiar, shape. A faint, defeated signature. The crowd did what crowds do.

8 As I made my way through, each person stood and played with the quietness of it. It was a small concoction of disjointed hand movements, muffled sentences, and mute, self-conscious turns.

9 When I glanced back at the plane, the pilot's open mouth appeared to be smiling. He remained shrouded in his uniform as the greying light wrestled the sky. As with many of the others, when I began my journey away, there seemed a quick shadow again, a final moment of eclipse—the recognition of another soul gone.

10 You see, to me, for just a moment, despite all of the colours that touch and grapple with what I see in this world, I will often catch an eclipse when a human dies. I've seen more eclipses than I care to remember.

Adapted from The Book Thief by Markus Zusak

Section C

Text 3

The text below is about earthquakes and how they occur. Read it carefully and answer Questions 15-22 in the Question Paper Booklet.

1 In Alaska in 1964, a magnitude 9.2 earthquake jarred the earth so strongly it caused fishing boats to sink in Louisiana. The ground trembles because the Earth's surface is on the move. An earthquake, also known as a tremor, is the perceptible shaking of the surface of the Earth.

2 The surface of the earth, called the "crust," is not one solid piece. It is made up of a 20 piece puzzle. Each puzzle piece is called a "plate." The plates constantly move. Fortunately for us, they do not move fast. Geologists estimate the fastest plate might shift 6 inches a year, that is about as fast as your hair grows.

3 The earth has four major layers: the inner core, outer core, mantle and crust. The crust and the top of the mantle make up a thin skin on the surface of our planet but this skin is not all in one piece just like a puzzle covering the surface of the earth. Not only that, these puzzle pieces keep slowly moving around, sliding past one another and bumping into each other and we call these puzzle pieces tectonic plates, and the edges of the plates are called the plate boundaries. The plate boundaries are made up of many faults, and most of the earthquakes around the world occur on these faults. Since the edges of the plates are rough, they get stuck while the rest of the plate keeps moving.

4 While the edges of faults are stuck together, and the rest of the block is moving, the energy that would normally cause the blocks to slide past one another is being stored up. When the force of the moving blocks finally overcomes the friction of the jagged edges of the fault and it unsticks, all that stored up energy is released. The energy radiates outward from the fault in all directions in the form of seismic waves like ripples on a pond and these seismic waves shake the earth as they move through it. When the waves reach the earth's surface, they shake the ground and anything on it, like our houses and us! The surface where plates slip is called the fault and the location below the earth's surface where the earthquake starts is called the hypocenter, while the location directly above it on the surface of the earth is called the epicenter.

5 The size of an earthquake positively correlates to the size of the fault and the amount of slip on the fault, but it is not something scientists can simply measure with a measuring tape since faults are many kilometers deep beneath the earth's surface. About a half-million quakes rock the Earth every day. That is millions a year. People do not feel most of them because the quake is too small, too far below the surface, or deep in the sea. Some, however, are so powerful they can be felt thousands of miles away. Hence, they use the seismogram recordings made on the seismographs at the surface of the earth to determine how large the earthquake was. A short wiggly line that does not wiggle very much means a small earthquake, and a long wiggly line that wiggles a lot means a large earthquake. The length of the wiggle depends on the size of the fault, and the size of the wiggle depends on the amount of slip.

6 A powerful earthquake can cause landslides, tsunamis, flooding, and other

catastrophic events. Most damage and deaths happen in populated areas. That is because the shaking can cause windows to break, buildings to collapse, fire, and other dangers. One of the deadliest earthquake in history happened on January 23, 1556 in Shaanxi, China. It not only devastated an area of 520 miles, tremors were felt in 97 countries; and resulted in more than 20 meters deep crevices and landslides, which collapsed numerous dwellings. The death toll of this devastating earthquake was 830,000, which is over 60% of the region's population. Its magnitude can be measured on the Richter scale, but the costs cannot be written in today's terms.

7 Sometimes an earthquake has foreshocks and these are smaller earthquakes that happen in the same place as the larger earthquake that follows. Scientists cannot tell that an earthquake is a foreshock until the larger earthquake happens. The largest, main earthquake is called the mainshock and mainshocks always have aftershocks that follow. These are smaller earthquakes that occur afterwards in the same place as the mainshock and depending on the size of the mainshock, aftershocks can continue for weeks, months, and even years after the mainshock! Geologists cannot predict earthquakes. However, they hope they will in the future through continued research and improved technology.

Adapted from the National Geographic and Wikipedia.

Name	Index Number	Class

JURONG SECONDARY SCHOOL
2016 MID-YEAR EXAMINATION
SECONDARY 2 EXPRESS

English Language

Paper 2 Comprehension

29 April 2016

1 hour 40 minutes

Candidates answer on the Question Booklet.
Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Answer all questions.

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

The Insert contains the text for all the sections.

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

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

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 2 of the Insert for Questions 1-4.

1 The advertisement begins with 'LET YOUR CHILD LIVE THEIR WILDEST DREAMS!' What effect is this intended to have on the target audience?

.....

.....[1]

2 (i) Who is the target audience of this advertisement?

.....

.....[1]

(ii) With reference to your answer in 2(i), how does the picture on the left of the advertisement attract them?

.....

.....[1]

3 What would be a unique feature of the tour that might attract the target audience?

.....

.....[1]

4 How can an interested party sign up for the programme?

.....

.....[1]

Section B [20 marks]

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

5 At the beginning of this text there is an illustration of the condition of a plane as it is in flight. Explain how the language used in paragraph 1 makes the plane seem like it was breaking down and was about to crash.

Support your ideas with three details from paragraph 1.

.....

.....

.....

.....

.....

.....[3]

6 (i) From paragraph 2, what does the Angel of Death expect to happen when it arrives?

.....

.....[1]

(ii) Provide evidence from the same paragraph to support your answer in 6(i).

.....

.....[1]

7 From paragraph 4, identify the word(s) or phrases in the given sentence which suggest(s)

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

(ii) looking for signs of life .....[1]

8 'From the toolbox, the boy took out, *of all things*, a teddy bear..' (line 12-13).
Explain what the italicised words suggest about the usefulness of the teddy bear.

.....

.....[1]

9 The writer uses literary devices such as 'the shade of coal' (line 19) and 'the blackness above was nothing now but a scribble, and disappearing fast' (lines 19-20). What do they suggest about the time of the day?

Literary Device	**Time of the day**
'the shade of coal'	
'the blackness above was nothing now but a scribble, and disappearing fast'	

[2]

10 'His eyes were emotionally disconnected—like a broken screen—' (line 22)
Identify and explain the meaning of the literary device used in the above.

.....

.....[2]

11 Explain what is unusual about the phrase 'an odd, yet familiar, shape.' (line 24-25)?

.....

.....[2]

12 In paragraph 9, '... as the greying light *wrestled* the sky (line 30). Which word in paragraph 10 has the same meaning as the italicised word.

.....[1]

13 In paragraph 10, 'I've seen more eclipses than I care to remember.' (line 35) What does the sentence suggest about the narrator's attitude?

.....[1]

14 The structure of the text reflects the series of events that unfold in the disaster. Complete the flow chart by choosing a phrase from the box to summarise the main idea described in each part of the text. There are some extra phrases in the box you do not need to use.

The series of events

daybreak	last moments before death
remnants of the disaster	breakdown
darkness	the start of a fire

Flow chart

paragraph 1:

(i) .....

↓

paragraph 4:

(ii) .....

↓

paragraph 5:

(iii) .....

↓

paragraph 6:

(iv) .....

[4]

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 15-22.

15 According to paragraph 1, what ripple effect did the great earthquake in Alaska have?

.....

.....[1]

16 '... that's about as fast as your hair grows.' (line 8) What does this suggest about the change due to the movement of plates?

.....

.....[1]

17 According to paragraph 3, what is the earth made up of?

.....

.....[1]

18 According to paragraph 5, give two reasons why it is difficult to measure the size of an earthquake.

.....

.....

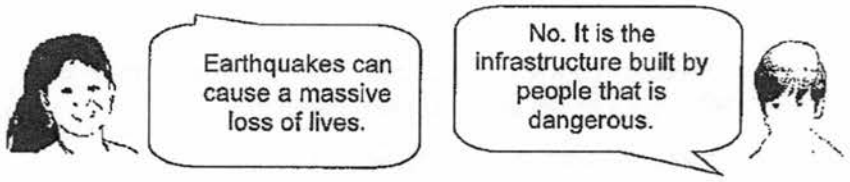
.....[2]

19 Describe the **fault and amount** of slip based on the given description from a seismograph?

Short wiggly line	
Long wiggly line	

[1]

20 Here is a conversation between two students, Anne and Jim, who have read the text.



Anne **Jim**

(i) Identify one example from paragraph 6 that Anne can give to support her view.

.....

.....[1]

(ii) How would Jim explain his position with reference to paragraph 6?

.....

.....[1]

21 Explain why scientists cannot tell immediately if an earthquake is a foreshock.

.....

.....

.....[2]

22 **Using your own words as far as possible**, describe how an earthquake occurs.

Use only information from paragraphs 3 and 4.

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

The outer most layer of the earth is the crust and .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....Number of words: [15]

Name **ANSWERs**	Index Number	Class

JURONG SECONDARY SCHOOL
2016 MID-YEAR EXAMINATION
SECONDARY 2 EXPRESS

English Language

Paper 2 Comprehension

29 April 2016

1 hour 40 minutes

Candidates answer on the Question Booklet.
Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Answer all questions.

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

The Insert contains the text for all the sections.

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

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

This document consists of 8 printed pages and 1 Insert.

[Turn over]

Section A [10 marks]

Carefully read the text below consisting of 12 lines about youths in Singapore. The first and last lines are correct. For eight of the lines, there is <u>one</u> grammatical error in at 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. ✓.....
.....

Youths in Singapore are spending more time online now than ever. The average		
number of hours youths in the country spend online daily have gone up from 4.8	1	**Has (SVA)**
hours in 2011 to 5.5 hours last year, the study by Singapore Polytechnic found. The	2	**A (det)**
top 5 activities online include reading online content, viewing photos and videos,	3	✓
commenting and replying others, chat online and sharing or posting content. The	4	**chatting (vf)**
study also found that the youths with high levels of well-being spent less time online	5	✓
daily at 5.4 hours compared to people who has low levels of well-being at 6 hours.	6	**have (SVA)**
Well-being in this study, is measured of health, social life, education and job	7	**By/through (prep)**
opportunities, freedom of expressing, level of human rights, personal safety and	8	**expression (wf)**
sense of belonging. The study also showed that youths prefer and communicate on	9	**To (prep)**
social media with their friends and face-to-face with his family members. Younger	10	**their (pronouns)**
respondents spend more time online as compared to the older respondents.		

ANS

Name	Index Number	Class

JURONG SECONDARY SCHOOL
2016 MID-YEAR EXAMINATION
SECONDARY TWO EXPRESS

English Language

Paper 1 Writing — **29 April 2016**

INSERT — **1 hour 40 minutes**

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A.**

Write your answers in the spaces provided.

Fasten the completed **Section A** insert to your Answer Paper.

Body paragraphs:

1m for each point and elaboration

E1 x 2 – 2m (1m for each point with elaboration)

E2 x 1 – 1m

E3 x 3 – 3m (1m for each point with elaboration)

Jurong SS

Section B [30 marks]

Answer/Mark Scheme

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

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

You are the Head of your class' Values In Action Committee and you have been tasked to suggest useful community projects and acitivities that your classmates can take part in to give back to the community during the June holidays.

You came across a community service web page online put up by the Taman Jurong Community Center that has a few activities for students to get involved in that would allow them to contribute back to the society.

Write a formal letter to your form teacher suggesting:

- two activities from the programme shown in the web page that would benefit the community (E1) eg. Cleaning the park will create a conducive environment for the public to relax and to destress, donating will help the needy with essential things that they do not have, spending time with the less fortunate will brighten their day and help them feel like matter
- one activity other than those shown in the web page that the students would find meaningful (E2) eg. Hospital visitations, newspaper collection, fund raising etc
- how being a part of the community service projects can also help the class to bond. (E3) eg. Get to spend time together outisde of school, learn about each other's strengths and weaknesses when working together

Write your letter in clear, accurate English and in a respectful and enthusiastic tone, to convince your form teacher to accept your proposal.

You should use your own words as much as possible.

Task Fulfillment 10m:

1m – Format

1m – Introduction (E1, E2, E3 have to be mentioned) and conclusion (Brief summary of points and 2 concluding sentences ie. Thank you for taking the time... and I hope that I was able to show you...

2m – 3 Points or 3 Links from 3 different paragraphs

Body Paragraphs 2m each:

1: E1 + E3 with elaboration (1m for each criteria)

2: E1 + E3 with elaboration

3. E2 + E3 with elaboration

OR

Jurong SS

Section A [5 marks]

Text 1

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

1 The advertisement begins with 'LET YOUR CHILD LIVE THEIR WILDEST DREAMS!' What effect is this intended to have on the target audience?

To get them **excited/** to **attract their attention/** the **'you' makes them feel involved** (feel)

so that they **would sign up / continue reading** (action) [1]

Students MUST have both parts to the question: what do they feel and what action would it result in

X Do not accept: it attracts them/ it makes them feel personally involved

2 (i) Who is the target audience of this advertisement?

Parents /Mothers/ Fathers / Adults with young children [1]

X Do not accept : Children/ kids

(ii) With reference to your answer in 2(i), how does the picture on the left of the advertisement attract them?

(Describe the picture) The picture shows children enjoying close interaction/ brushing the fur of an animal

(relate how it can be attractive) And it shows how their children are able to have a close interaction with animals OR

It shows how children will enjoy the interaction with animals [1]

Students MUST first describe the picture, THEN relate any reasonable explanation that states how it can be attractive

3 What would be a unique feature of the tour?

Saves time/ No need to queue/ exclusive access to areas in the zoo [1]

Clue: Unique (different from others who do not sign up for program)

4 How can an interested party sign up for the programme?

CALL 6221 1122 or
EMAIL wildlifediscoverer@zoo.com.sg
Either of the above answer
[1]

Section B [20 marks]

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

5 At the beginning of this text there is an illustration of the condition of a plane as it is in flight. Explain how the language used in paragraph 1 makes the plane seem like it was going to crash/breaking down.

Support your ideas with three details from paragraph 1.

'plane was still coughing', the plane's engine is faulty and has been making noises/ shaking violently. Hence it shows that the plane's engine is breaking down

'Smoke was leaking from both its lungs', the engine/oil tank has malfunctioned/ has a hole/ it has caught fire in the engine. Hence, the plane might explode/breakdown anytime.

'wings were now sawn-off arms', the wings of the planes have broken off. It cannot stay in flight for long. [3]

Students MUST quote from the text, **then explain** the text, **then link** to what it means by it is breaking down.

6 (i) From paragraph 2, what does the Angel of Death expect?

People to die when it arrives/ expects to collect souls when it arrives[1]

(ii) Provide evidence from the same paragraph to support your answer in 6(i).

I rush and **some people cling on longer to life** [1]

Answer In bold are the key words

X Do not accept people cling longer to life.

7 From paragraph 4, identify the word(s) or phrases in the given sentence which suggest(s)

(i) uncertainty ...**trepidation**....[1]

X DO not accept : great trepidation

(ii) looking for signs of life ..... **gauging if he was alive**.....[1]

X DO not accept : gauging

8 'From the toolbox, the boy took out, *of all things*, a teddy bear..' (line 13-14).
Explain what do the italised words suggest about the usefulness of the teddy bear.

It suggests that the teddy bear was not useful/ useless at all. [1]

Do not accept: Not very useful/ Could not be of much use.

9 The writer uses literary devices such as 'the shade of coal' (line 19) and 'the blackness above was nothing now but a scribble, and disappearing fast' (lines 19-20). What do they suggest about the time of the day (do not simply state the time)?

Literary Device	**Time of the day**
'the shade of coal'	Night, early in the morning when it is still dark X Do not accept: Evening.
'the blackness above was nothing now but a scribble, and disappearing fast'	Morning where sun has risen/day break/day time

[2]

10 'His eyes were emotionally disconnected—like a broken screen—' (line 23)
Identify and explain the meaning of the literary device used in the above.

Simile [1]

It is describing the eyes of the dead pilot to a broken screen as the screen is not working, just as the eyes no longer look alive. [1]

Students MUST link the description of the eyes of the pilot to that of the screen.
X Do not accept: Emotion/Emotionally disconnected and broken screen.

11 From paragraph 7, explain what is unusual about the phrase 'an odd, yet familiar, shape.'?

Odd refers to something never seen before/different from norm. However, familiar means it is something he is aware. [1]

Therefore, it was unusual for something that was never seen before to be recognised. [1]

Students must compare both words to get [1]
Then, explain to get the other [1]

12 In paragraph 9, '... as the greying light *wrestled* the sky (line 30). Which word in paragraph 10 has the same meaning as the italicised word.

grapple [1]

13 In paragraph 10, 'I've seen more eclipses than I care to remember.' (line 34) What does the sentence suggest about the narrator's attitude?

Nonchalant/ could not be bothered/ did not care [1]

Do not accept: could not really care /be bothered

14 The structure of the text reflects the series of events that unfold in a disaster. Complete the flow chart by choosing a phrase from the box to summarise the main idea described in each part of the text. There are some extra phrases in the box you do not need to use.

The series of events

Daybreak	last moments before death
remnants of the disaster	breakdown
Darkness	the start of a fire

Flow chart

paragraph 1:

(i) ..... breakdown .....

↓

paragraph 4:

(ii) ..... last moments before death .....

↓

paragraph 5 :

(iii) ..... remnants of the disaster .....

↓

paragraph 6:

(iv) ..... Daybreak .....

[4]

Do not award marks for spelling errors/ omitted words

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 15-22.

15 According to paragraph 1, what ripple effect did the great earthquake in Alaska have?

caused fishing boats to sink in Louisiana [1]

X Do not accept : caused fishing boats to sink.

16 '... that's about as fast as your hair grows.' (line 8) What does this suggest about the change due to the movement of plates?

Negligible/ insignificant/ inconsequential [1]

Do not accept: small/little/slow

17 According to paragraph 3, what is the earth made up of?

four major layers: the *inner core, outer core, mantle* and *crust* [1]

18 According to paragraph 5, give two reasons why it is difficult to measure the size of an earthquake.

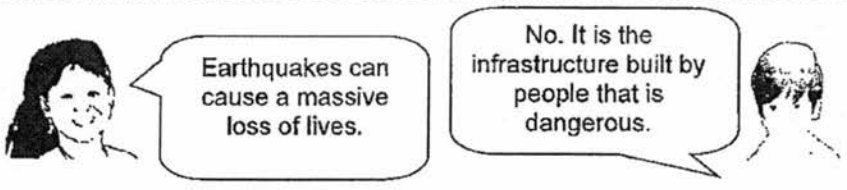
faults are many kilometers deep beneath the earth's surface. [1]
People do not feel most of them because the quake is too small [1]

19 Describe the fault and amount of slip based on the given description from a seismograph?

Short wiggly line	Fault and amount of slip is small
Long wiggly line	Fault and amount of slip is big

[1]

20 Here is a conversation between two students, Anne and Jim, who have read the text.



Anne **Jim**

(i) Identify one example from paragraph 6 that Anne can give to support her view.

Death toll of 830 000 in Shann Xi, China [1]

(ii) How would Jim explain his position with reference to paragraph 6?

Most damage and deaths happen in populated areas. That is because the shaking can cause windows to break, buildings to collapse, fire and other dangers. [1]

21 Explain why scientists cannot tell immediately if an earthquake is a foreshock?

Scientists have to identify the largest earthquake/ mainshock (1) amongst all the quakes to find out which are foreshocks (1)

22 **Using your own words as far as possible**, describe how an earthquake occurs.

Use only information from paragraphs 3 and 4.

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

The outer most layer of the earth is the crust and .....

1)it is made up of many pieces/tectonic plates
2)these puzzle pieces keep moving around/ sliding past one another and bumping into each other
3)the edges of the plates/ the *plate boundaries* are made up of many faults,
4)Rough edges of the plate get stuck
5)while the rest of the plate keeps moving.
6)the energy that would normally cause the blocks to slide past one another is being stored up.
7)When the force of the moving blocks overcomes the *friction* of the jagged edges of the fault
8)it unsticks and all that stored up energy is released.
9)The energy radiates outward from the fault in all directions in the form of *seismic waves*
10) these seismic waves shake the earth as they move through it/ they shake the ground and anything on it.

MAXIMUM of 8 points for Task fulfilment.

NAVAL BASE SECONDARY SCHOOL
MID-YEAR EXAMINATION, 2016

2E

Name: _____ ( ) Class: _____

ENGLISH LANGUAGE
Paper 1 Writing
INSERT

1128/01
3 May 2016
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, Section B** and **Section C** separately.

For Examiner's Use

Parent's/Guardian's Signature

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about wild elephants.
The first and last lines are correct. For eight of the lines, there is <u>one</u> 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 <u>incorrect</u>, circle the incorrect word and write the correct word in the space provided.
The correct word you provide <u>must not change the original meaning</u> of the sentence.

Examples :

I arrived (to) my destination at 2 pm. ..... at

My mother always wears sensible clothes. ..... √

Elephants are intelligent animals that have memories that span many

years. When an elephant thinks that there is danger, it stretches out 1 .....

its trunks and ears. It moves its trunk around to try to pick up the 2 .....

scent to finds out from which direction the danger may come. To 3 .....

counter attack, it will curls its trunk up safely. The trunk is very strong 4 .....

indeed but their tip is very sensitive. Also, elephants are rarely seen 5 .....

during the day. They prefer to live in the cool and shady depths off the 6 .....

jungle. They avoid the sunlight and are often active at night. If 7 .....

elephants strayed too near a village, smallholding or estate, they can 8 .....

sometimes cause damage to crops. Sometimes a wound or a sick 9 .....

elephant becomes "roguish" and attack men and small villages. Then 10 .....

it is usually hunted and shot by a Game Ranger.

Adapted from http://www.worldwildlife.org

[10]

End of Insert

NAVAL BASE SECONDARY SCHOOL
MID-YEAR EXAMINATION, 2016

2E

Name: _____ ( ) Class: _____

ENGLISH LANGUAGE **1128/01**
Paper 1 Writing **3 May 2016**

Additional Materials : Answer Paper **1 hour 50 minutes**
Insert

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class in the spaces provided on the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, 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 all your work for **Section A, Section B** and **Section C separately.**

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

Section B [30 marks]

You are advised to write between 200 and 300 words for this section.

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

You are a resident of Nee Soon housing estate and your newly moved-in neighbours have been very inconsiderate and caused a lot of disturbance and inconvenience to your family and you. You had tried to speak to them but to no avail.

Write a **letter of complaint** to the Chairman of the Nee Soon Resident Committee, Mr Bryan Koh, describing in detail the problems your family and you face. You would also like to propose ways to improve neighbourliness.

You must include the following details:

- two complaints you have regarding the neighbours
- one complaint other than those shown in the poster
- how your family and you are affected by the problems posed by your neighbours
- what actions the Resident Committee could take to improve neighbourliness

Write your letter in clear, accurate English and in a polite and formal tone, expressing your concern for action to be taken.

You should use your own words as much as possible.

Write your letter to:

Mr Bryan Koh
Chairman
Nee Soon Resident Committee
32 Yishun Street 81
Singapore 768456

HOUSING & DEVELOPMENT BOARD

Tips on Neighbourliness

DO'S

1 Get to know your neighbours

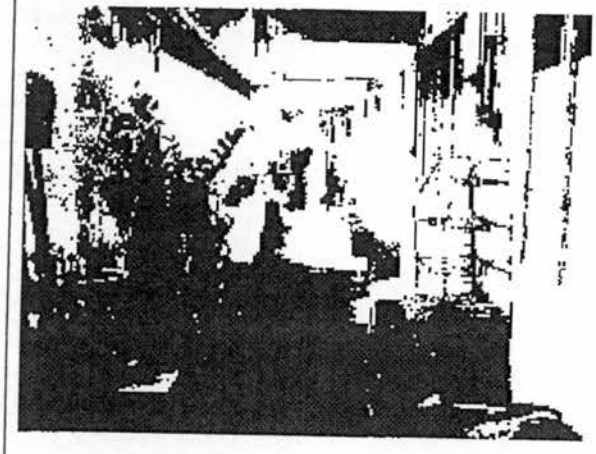
- talk to your neighbours to know them better
- invite your neighbours over for gatherings
- share food with your neighbours
- lend a helping hand

2 Keep Your Noise Level Down

Here are some tips on how you can play your part to make your neighbourhood a peaceful and quiet one:

- keep volume levels low at home
- avoid noisy recreational activities, especially at night
- ensure that your children do not make too much noise while playing
- do not drag furniture across the floor
- use rubber stoppers on the base of your furniture to absorb noise
- avoid carrying out Do it Yourself (DIY) works involving drilling and hammering from 10:30pm to 7:00am
- keep your neighbours informed beforehand if you are unable to keep within these limits

DONT'S



Don't litter and obstruct the corridor.

Don't hang dripping clothes outside your flat.

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 250 and 400 words on <u>one</u> 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 someone benefitted from volunteering for the needy.

2 Write about a challenge you faced while dealing with a team member.

3 Write about an occasion when someone had to be dishonest to save a friend.

4 What are the advantages and disadvantages of using disposable containers?

End of Paper

Answer Scheme

SUGGESTED ANSWERS for Section B

- two complaints you have regarding the neighbours

  - noisy – played radio and tvs at high volumes
  - drag furniture across the floor
  - baby crying frequently
  - litter and obstruct the corridor
  - hang dripping clothes outside the flat

- one complaint other than those shown in the poster

  - pet dog barks and poohs on the corridor
  - neighbour smokes out the flat

- how your family and you are affected by the problems posed by your neighbours

  - unable to sleep peacefully
  - worried that your grandmother will fall on the slippery corridor

- what actions the Resident Committee could take to improve neighbourliness

  - talk to the neighbour
  - organised social gatherings to get to know the neighbours better
  - put up posters to remind neighbours to keep their noise level down

SUGGESTED ANSWERS for Section C

Qns 1, 2 and 3

Narrative Essays : Third-person narratives
Personal Recounts : First-person narratives

(i) Standard structure of a narrative essay:

Setting:
- Place
- Time
- Atmosphere

Characters:
Develop the following characters:
- Main (1st person or 3rd person)
- Subsidiary (2-4 others)
- Characterisation:

- **Personal background**
  (name, age, occupation, family etc)

- **Physical appearance**
  (eg. facial features such as wide eyes, straight/snub nose, high cheekbones; hair length, colour and texture; height; body shape or frame; style of dressing)

- **Facial expressions**
  (eg. grinning, frowning, squinting, glaring etc)

- **Gestures**
  (such as waving his fist angrily, scratching his head in confusion etc)

- **Way of walking, sitting, standing**
  (eg. slouching in his chair, leaning against a door, standing at attention)

- **How s/he reacts to a situation (to develop character/personality)**
  (eg. anger towards a group of boys tormenting a stray cat)

- **Go into the character's mind, and express how s/he feels through:**
  - Speech
  - Thoughts
  - Actions/Reactions to things
  - Gestures
  - Way of walking, sitting, standing

- **Develop the character**
  - Do this such that s/he goes through some changes during the course of the story. This makes the story much more interesting. However, always ensure that the changes are logical and believable.

Main plot:
Decide what it should be.
- Dilemma?
- Mystery?
- Problem?

Events:
Decide how the main plot should unfold. Some techniques include:
- Chronological order?
- Flashback?
- 2 related complications eg. financial, health, relationship or academic problems
- Foreshadowing?
- Dialogue?
- Twist? ■ Build-up of suspense?

Conclusion:
- Solved or unsolved if it is a mystery
- Epilogue
- Feelings/ Opinions of the writer or the main character
- Fate of the characters in the story

General Suggestions

- must be written in the third person (Qns 1 & 3) or first person (Qn 2)
- students may add two related complications that may set the stage for the need for consensus or relationship repair
- the main characters' emotions and experiences should be described in sufficient detail through the use of vivid and descriptive vocabulary
- the experience should be sufficiently dramatic and emotional to impact the main character's life, even if only for the short term
- resolution could be the strengthening of friendships/relationships and/or lessons learnt in values/character education

Qn 4

Discursive Essay

Introduction:

- should consist of:
- a hook (question, quotation or paint a scenario) eg. *'Waste not, want not' is a good motto to live by.*
- an intelligent general statement about the issue and/or
- an introduction to the controversy eg. *It is a hotly-debated topic whether using disposable containers increases convenience or harms us in the long run.*

Body:

- use of the PEEL format
- persuasive writing techniques eg. use of strong adjectives, comparatives/ superlatives etc
- conjunctions, good sentence starters

Conclusion:

- summarise 2-3 main arguments with strong link to focus
- may take a stand

NAVAL BASE SECONDARY SCHOOL
MID-YEAR EXAMINATION, 2016

2E

Name: _____ ( ) Class: _____

ENGLISH LANGUAGE
Paper 2 Comprehension
INSERT

1128/02
4 May 2016
1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

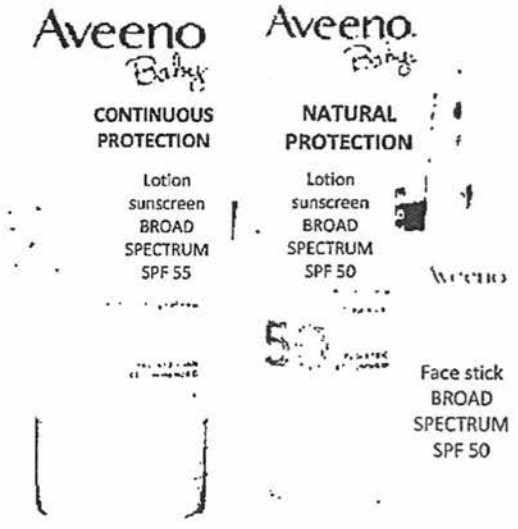
Section A

Text 1

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

Pediatricians recommend shade and adequate clothing for all babies, and SPF protection for babies older than 6 months.

So put on AVEENO Baby CONTINUOUS PROTECTION SPF 55. It has strong UVA-UVB protection, yet it's formulated with skin-soothing oatmeal, so it's as mild to your baby's delicate skin as water.



Taken from http://www.aveeno.com

Section B

Text 2

The text below is about the first day a child arrives at her foster parent's home. Read the text carefully and answer Questions 4 – 12 in the Question Booklet.

1 Foster parents aren't saints. We are just ordinary parents with space in our homes and hearts for one more. However, as I stared at the mess right in front of me, and the muddy footprints all over the floor, I wondered if my heart was truly big enough.

2 I finally got myself together and decided to pick up the broken pieces of shattered glass first, in case Jodie got injured while exploring the house. Then I went on to mop off the muddy footprints, which were just starting to harden. I felt my head spinning as I mentally counted the number of things I had to get done before my children came home. I knew I had to be patient with Jodie. After all, she had come from a troubled family. Yet I could not stop myself from trembling in anger when I saw her aiming the ball at the windows. I could almost feel myself exploding then.

3 After cleaning up the living room, I brought Jodie to the bathroom and put her under the shower since mud was covering every inch of her body. She was docile though, lifting her arms in the air and allowing me to clean her. She seemed to enjoy being treated like a baby. I consoled myself that at least the rest of the family members were not home to witness her house-warming trick.

4 I could not help feeling puzzled by the fact that she did not seem distressed by her accident at all. It was unlikely that someone of her age was not aware that throwing a ball at the glass windows would result in breaking them. Had it been deliberate? Surely not?

5 I helped her out of the bath and wrapped a towel around her. "Dry yourself, Jodie, while I put these in the wash." I scooped up the clothes and carried them downstairs to the washing machine. The sound of Jodie talking to herself floated down from the bathroom and I could hear her muttering isolated words and phrases which did not string together, and did not make any sense at all.

6 I took the largest suitcase and heaved it upstairs. In her bedroom, I unzipped the case and picked out a pair of track pants and a jumper. I carried the clean clothes to the bathroom, and there she was, standing as I had left her. She was still dripping wet.

7 "Come on," I encouraged, "dry yourself. You're a big girl now."

8 She shook her head sulkily, and I started patting her dry. She was like a twenty-kilogram infant, and very cumbersome.

9 "Don't want those," she said, spying the clothes I had brought in.

10 "Ok, when you're dry we will find some others. You've got lots to choose from. Now come on before you get cold."

11 Without a word, she darted along the landing to her room, where she began rummaging through the clothes. She held up a pair of pink shorts and a T-shirt. I tried to explain that they were not suitable for the chilly weather, but the sound of silence which echoed through the room told me she could not care less.

12 She held up another pair of shorts and struggled into them, then continued picking over the clothes. She was chattering continuously, but when I tried to join in the conversation, she would stare at me blankly, before continuing with her search, followed by the next unintelligible monologue.

13 Finally, she decided on a pair of black trousers and a grey jumper, and stood waiting for me to dress her. Just to hurry things along, I gave in to this demand. Then I quickly cleared up the heaps of discarded clothes, folding and hanging them in the drawers and wardrobe.

14 Jodie had said nothing about her bedroom, and when I asked if she liked it, she responded with a blank, dismissive stare. She picked up a soft toy, and hurled it at the door. "Not mine! Don't want it!" Her eyebrows furrowed as she screamed.

Adapted from "Damaged" by Cathy Glass

Section C

Text 3

The text below is about food photography. Read the text carefully and answer Questions 13 – 18 in the Question Booklet.

1 Have you ever noticed that food in photographs always looks absolutely tempting to eat, visually perfect and, no doubt, delicious to taste. This is true for photographs of food in cook books, on the cover of packets of ready-made meals, and in advertisements of all kinds. You may even suspect that the food in the photographs looks, and promises to taste, better than it ever can in real life. How many of us have suffered the disappointment of cooking a dish that does not live up to the picture in the recipe book? Or how many of us have taken a ready-cooked meal from the oven only to find that it looks nothing like the mouth-watering picture on the packet?

2 Photographers in the food trade are beginning to make clear that we will always be doomed to this kind of disappointment, and that it is not our fault! Professional food photographers are going to ever-increasing lengths to make sure the food they photograph will look its very best. Often this means they prepare the food for the photograph in ways which make the food actually unsafe or impossible to consume. Not surprisingly, the secret tips and tricks of a culinary photographer are truly fascinating.

3 Professional photographers use many diverse and often amazingly simple and cheap techniques to improve the look of the food in their photographs. For example, covering a chocolate biscuit thickly with hairspray means the chocolate does not melt under the photographer's studio lights – while making the chocolate look practically irresistible to eat. Similarly, a good sprinkle of talcum powder to charcoal may provide a barbecue with that perfect "ready to cook look", but is not recommended as a way to improve the flavour of barbecued kebabs or sausages!

4 Professional photographers have even been known to replace milk with white glue when shooting advertisements of breakfast cereals. Using glue this way means that the cereal does not go mushy and looks crisp and lovely in the photograph. However, while the photo looks great, the reality remains that cereal will always turn mushy when combined with milk!

5 Other nifty techniques employed by photographers include the use of interesting props, good lighting, dramatic shadows and flattering angles. An apple pie, for example, appears fuller and more appetizing if photographed from above. This angle disguises the gap between the crust at the top of the pie and the fruit at the bottom. A pie photographed on its side is simply doomed to look disappointingly empty!

6 Even the great Italian dish of lasagna, a huge favourite for many people, is styled to look its best in most photographs. Photographed lasagna often contains foam boards among its layers of creamy sauce, meat and tomatoes. The foam ensures that each layer is shown fully among the rest. Lasagna photographed without this trick will always look a little flat, squashed and less colourful.

7 So next time you look at a picture of the food you are about to cook, do not feel let down when the dish you produce looks a lot less lovely than the photograph that first inspired you. Blame the professional photographers for their tricky ways and simply close your eyes and enjoy the true flavour of what you have created!

Adapted from "Food Photography" by Kesta Allen

End of Insert

NAVAL BASE SECONDARY SCHOOL
MID-YEAR EXAMINATION, 2016

2E

Name: _____ ( ) Class: _____

ENGLISH LANGUAGE **1128/02**
Paper 2 Comprehension **4 May 2016**
1 hour 50 minutes

Candidates answer in the Question Booklet.
Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class at the top of the page.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

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

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

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

Parent's/Guardian's Signature

BLANK PAGE

Section A [5 marks]

Text 1

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

1 The advertisement begins with the words 'Time to protect your little one'. What effect is this intended to have on the reader?

.....

..... [1]

2 State two benefits of Aveeno Baby Continuous Protection SPF 55.

.....

.....

..... [2]

3 In which two ways does the image of the baby highlight the writer's message?

.....

.....

..... [2]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 4 – 12.

4 In paragraph 2, the writer seemed to be unable to control her emotions and corresponding physical reactions.

Explain how the language used in paragraph 2 shows the writer's lack of emotional control. Support your ideas with three details from the paragraph.

.....

.....

.....

..... [3]

5 Which word in paragraph 3 suggests that Jodie was cooperative while the writer cleaned her?

..... [1]

6 'I consoled myself that at least the rest of the family members were not home to witness her house-warming *trick*' (lines 14 – 15).

(i) What was Jodie's '*trick*'?

.....

..... [1]

(ii) Why was the writer glad that the other family members were not around to witness Jodie's trick?

.....

.....

..... [2]

7 Referring to paragraph 4, **give two** reasons why the writer felt puzzled.

.....

.....

..... [2]

8 What was Jodie doing while the writer brought the clothes downstairs to wash? **Answer in your own words.**

.....

.....

..... [2]

9 **'I took the largest suitcase and *heaved* it upstairs' (line 24).**

What is the meaning of the italicised word '*heaved*'?

.....

..... [1]

10 '...the *sound of silence* which echoed through the room told me she could not care less' (lines 35 – 36).

What is unusual and effective about the italicised expression '*sound of silence*'?

.....

.....

..... [2]

11 Write down two consecutive words in paragraph 12 which suggest that Jodie was talking to herself in a way that was impossible to understand.

.....

..... [2]

12 There are parts of the text that reveal something about the behaviours exhibited by Jodie. Complete the flow chart by choosing the right word from the box to describe Jodie's behaviour in each part of the text. There are some extra words in the box you do not need to use.

Behaviours:

passive	eccentric	stubborn
proactive	cooperative	rude

Flow chart

Paragraph 3:

(i) .....

↓

Paragraphs 8 and 9:

(ii) .....

↓

Paragraph 12:

(iii) .....

↓

Paragraph 14:

(iv) .....

[4]

SECTION C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 13 – 18.

13 According to the writer, where do we usually see the work of culinary photographers?

.....

.....

..... [2]

14 'You may even *suspect* that food in the photographs looks and promises to taste better than ever it can in real life' (lines 4 – 5).

Why does the writer use the italicised word '*suspect*'?

.....

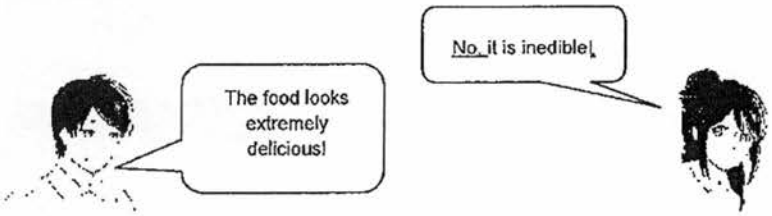
..... [1]

15 What tone is the writer creating in the phrase '...we will always be doomed to this kind of disappointment' (lines 9 – 10)?

.....

..... [1]

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



Max Monica

(a) Identify **two** examples from paragraph 6 that Max can use to support his argument.

.....

.....

..... [2]

(b) Explain how Monica would justify her position, with reference to lines 36 – 38.

.....

..... [1]

17 **(a)** With reference to paragraph 7, what is to blame if a dish does not turn out looking as good as its picture? **Answer in your own words.**

.....

..... [1]

(b) Explain what the writer suggests a reader do when cooking from a cook book in the future.

.....

.....

..... [2]

18 **Using your own words as far as possible,** summarise the ways in which professional photographers make food look attractive.

Use only the material from paragraphs 3 – 6 of Text 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).

Food photographers use many strategies in their field .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... No. of words: [15]

End of Paper

Answer Scheme

Elephants are intelligent animals that have memories that span many years. When an elephant thinks that there is danger, it stretches out	1	✓
its trunks and ears. It moves its trunk around to try to pick up the	2	**trunk [S/P N]**
scent to finds out from which direction the danger may come. To	3	**find [to+inf]**
counter attack, it will curls its trunk up safely. The trunk is very strong	4	**curl [modal]**
indeed but their tip is very sensitive. Also, elephants are rarely seen	5	**its [pronoun]**
during the day. They prefer to live in the cool and shady depths off the	6	**of [prep]**
jungle. They avoid the sunlight and are often active at night. If	7	✓
elephants strayed too near a village, smallholding or estate, they can	8	**stray [tense]**
sometimes cause damage to crops. Sometimes a wound or a sick	9	**wounded [adj]**
elephant becomes "roguish" and attack men and small villages. Then	10	**attacks [sva]**
it is usually hunted and shot by a Game Ranger.		

Two siblings survived six nights in a rainforest in Borneo. They		
Were separated from their parents during an annual Borneo hiking	1	_____
expedition that took tourists through the beautiful rainforest. Several	2	_____
search parties had been sent out for them but no good news heard.	3	_____
Helicopters were despatch to trace the siblings but they remained	4	_____
missing. The question of how siblings could go undetected remained	5	_____
unanswered even upon their discovery. Some religious leaders in	6	_____
Borneo, however, said that the two siblings had unknowing crossed	7	_____
over to the spiritual world where they were in the company of spirits.	8	_____
When finally told that their sons had been found, Mr and Mrs	9	_____
Lim were visibly relief. The original inhabitants of Borneo knew that	10	_____
the rainforest is also the dwelling place of the invisible ones		

Two siblings survived six nights in a rainforest in Borneo. They		
Were separated from their parents during an annual Borneo hiking	1	**the [article]**
expedition that took tourists through the beautiful rainforest. Several	2	**takes [tense]**
search parties had been sent out for them but no good news heard.	3	**with [prep]**
Helicopters were despatch to trace the siblings but they remained	4	**Despatched [wf]**
missing. The question of how siblings could go undetected remained	5	**Remains [t]**
unanswered even upon their discovery. Some religious leaders in	6	√
Borneo, although, said that the two siblings had unknowingly crossed	7	**However [conj]**
over to the spiritual world when they were in the company of spirits.	8	**Where [place0**
When finally told that their sons had been found, Mr and Mrs	9	√
Lim were visibly relief. The original inhabitants of Borneo knew that	10	**Relieved [wf]**

the rainforest is also the dwelling place of the invisible ones		

2E EL MYE P2 2016
Answer Key

Section A [5 marks]

1. The reader will feel a strong need to protect his/her child from the sun's rays. **OR** The reader will feel fear if he or she has not started protecting his/her child from the sun's rays. [1]

2. It has strong UVA-UVB protection against the sun. [1]
It helps soothe skin/gentle or mild on baby's delicate skin. ***(Do NOT accept 'it's formulated with skin-soothing oatmeal')*** [1]

3. The baby is smiling, which shows that he/she is happy to be in the sun. [1]
The baby is without clothes, which shows that he/she is protected/shielded from the sun's rays. [1]

Section B [20 marks]

4. 'I felt my head spinning' shows that the writer was not able to control the feeling of anxiety/stress. [1] 'I could not stop myself from trembling in anger' shows that the writer was unable to restrain her rage and its resulting physical reaction. [1] 'I could almost feel myself exploding then' shows that the writer found it difficult to manage her anger. [1]
No marks awarded for correct quotes WITHOUT explanations. Exact quotes should be provided.

5. The word is "docile". [1]

6. (i) Jodie's trick includes breaking the windows with a ball and leaving muddy footprints all over the floor. [1]

   (ii)If the other members had witnessed it, they would have been shocked/angry [1] and perhaps less willing to accept Jodie into their family. [1]

7. Jodie did not seem distressed by her accident at all. [1]
Jodie was not aware that throwing a ball at the glass windows would result in breaking them. [1]

2E EL MYE P2 2016
Answer Key

8. She was **mumbling/murmuring (Xmuttering)** [1] **disconnected/single/unrelated (Xisolated)** [1] words and phrases which were incoherent **(Xdid not make sense at all).** [1] ***Max 2 marks awarded for any reasonable replacement of the above phrases with own words.***

9. Lifted/Hauled **with great effort.** [1]

10. It is unusual because from the expression, **one would expect 'silence' to mean a lack of sound.** [1] It is effective as it emphasises the lack of response given by Jodie, which **bothered the writer** to a large extent. [1]

11. "unintelligible" [1] , "monologue [1]"

12. (i) cooperative
(ii) stubborn
(iii) passive
(iv) rude [4]

Section C [25 marks]

13 We can find them in cook books, on the cover of packets of ready-made meals, and in advertisements of all kinds. (Any two x 1m)

14 The food looks so good that he suspects that it may not be true/will taste bad (1).

15 He was creating a gloomy/hopeless/negative/disappointed/frustrated/sad (X upset/angry/unhappy) tone (1).

16 (a) Firstly, the lasagne has layers of creamy sauce, meat and tomatoes (1). Secondly, each layer is shown fully among the rest (1).

(b) There are inedible foam boards in the lasagne. (1)

17 (a) The *cameraman's devious/artful/sly methods* are to blame. (to replace 'photographer's', 'tricky' and 'ways'.

(b) Not to look at the dish (1) and just take pleasure in tasting the food (1).

2E EL MYE P2 2016
Answer Key

18 Summary Writing

No	Points	Paraphrased points
1	simple and cheap techniques to improve the look of the food in their photographs	easy and inexpensive methods to make the dishes look good
2	covering a chocolate biscuit thickly with hairspray means the chocolate does not melt under the photographer's studio lights	use hairspray on cookies so that the chocolate stays firm under the heat from lamps
3	makes the chocolate look practically irresistible to eat	causing it to look too tempting
4	sprinkling talcum powder to charcoal may provide a barbecue with that perfect "ready to cook look"	covering charcoal with powder to make barbecues look good
5	replace milk with white glue when shooting advertisements of breakfast cereals	use white glue on cereal
6	the cereal does not go mushy and looks crisp and lovely in the photograph	so that they stay crunchy
7	use of interesting props, good lighting, dramatic shadows and flattering angles	use camera tricks to show off the food
8	apple pie appears fuller and more appetising if photographed from above	shots from the top make apple pie look good to eat
9	lasagna often contains foam boards among its layers of creamy sauce, meat and tomatoes	panels/pieces of foam are put in lasagna
10	ensures that each layer is shown fully and not flat, squashed and less colourful	to make each layer look rich and vibrant

SAMPLE SUMMARY

Food photographers use many strategies in their field, including easy and inexpensive methods to make the dishes look good. For example, using hairspray on cookies makes the chocolate stay firm under the heat from lamps and covering charcoal with powder, making both look good. Additionally, using white glue on cereal keeps it crunchy and camera tricks show off the food. For instance, apple pie looks delicious when shot from the top. Pieces of foam may also be placed in lasagna to make each layer look rich and vibrant.

(80 words with 10 points)

NAME:	NO:	CLASS:

RIVERSIDE SECONDARY SCHOOL

[redacted]

SUBJECT	: ENGLISH LANGUAGE
CODE/PAPER NO.	: 1128 / 01 INSERT
LEVEL/STREAM	: 2 EXPRESS
DATE	: 29 APRIL 2016
TIME	: 0800 – 0950 HR
DURATION	: 1 HR 50 MIN

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A.**

Write your answers in the spaces provided.

Submit **Section A** separately from **Section B** and **Section C.**

Carefully read the text below, consisting of 12 lines, about the life of Mother Teresa of Calcutta. 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 p.m. .....*at*.....

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

Mother Teresa was born on August 26, 1910, in Skopje, the current

capital of the Republic of Macedonia. Followed her father's death, **1.** .....

she became extraordinary close to her mother, a pious and **2.** .....

compassionate woman who instilled on her daughter a deep **3.** .....

commitment to charity. Six years later, Teresa decides to become a **4.** .....

nun. While meditating during a train ride, Jesus spoke to her and **5.** .....

told her to work in the slums of Calcutta aiding the city's poor and **6.** .....

sickest people. Mother Teresa quickly translate this calling into **7.** .....

several concrete action to help the city's poor. She first began by **8.** .....

establishing an open-air school but a home for the dying destitute. **9.** .....

By the time of her death in 1997, her Missionary of Charities had **10.** .....

610 foundations on all seven continents.

NAME: NO: CLASS:

RIVERSIDE SECONDARY SCHOOL

[redacted]

SUBJECT : ENGLISH LANGUAGE

CODE/PAPER NO. : 1128 / 01

LEVEL/STREAM : 2 EXPRESS

DATE : 29 APRIL 2016

TIME : 0800 – 0950 HR

DURATION : 1 HR 50 MIN

READ THESE INSTRUCTIONS FIRST

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

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

Section A is an Insert.
For **Section A** write your answers in the spaces provided on the insert.
For **Section B** and **Section C,** write your answers on the separate Writing Paper provided.

At the end of the examination, tie **Section B** and **Section C** separately for submission.

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

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

With the mid-year examination just around the corner, the school wants to ensure that students can manage their stress effectively. As Chairperson of the Student Welfare Committee (SWC), you feel that you can help your peers by sharing your experience in identifying stress symptoms, as well as provide strategies on how to combat it.

Write an infosheet that will be displayed on your SWC noticeboard to inform the student population of the following:

- Describe what examination stress is.
- State two effects of stress from the printout and how they can be detrimental to health.
- Provide strategies (two from the printout and one not from the printout) they can follow to reduce stress and cope well with it.

Write your infosheet in clear, accurate English so as to convey your information effectively.

You should use your own words as much as possible.

BUST THE STRESS!

Examination stress is a feeling of pressure that many young people feel coming up to exam time. It usually occurs during the revision period before exams and immediately before the exams themselves. Whilst a certain amount of pressure is good for us and helps us to perform well, it is important to keep some balance and perspective.

Some temporary effects of stress include; loss of focus, an increasing amount of distraction, inability to sleep, difficulty in processing information and irritability. Stress suppresses your immune system so you're more likely to catch a cold or feel under the weather, which doesn't help your performance in exams. In high levels, stress can lead to mental health problems like depression or anxiety. Check out the graphic below for some tips to reduce your stress and increase your focus levels!

Adapted from: www.thedesk.org.au

Section C [30 marks]

Begin your answer on a fresh page.

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

1 Write a story about someone who displayed courage when others least expected him or her to do so.

2 Write about a time when your first opinion about someone changed.

3 What is family time to you? Describe the occasions where you and your family spent valuable time together.

4 Describe a few changes that you hope can make this world a better place.

NAME:	NO:	CLASS:

RIVERSIDE SECONDARY SCHOOL

[redacted]

SUBJECT : ENGLISH LANGUAGE

CODE/PAPER NO. : 1128 / 02 INSERT

LEVEL/STREAM : 2 EXPRESS

DATE : 29 APRIL 2016

TIME : 1045 – 1235

DURATION : 1 HR 50 MIN

READ THESE INSTRUCTIONS FIRST

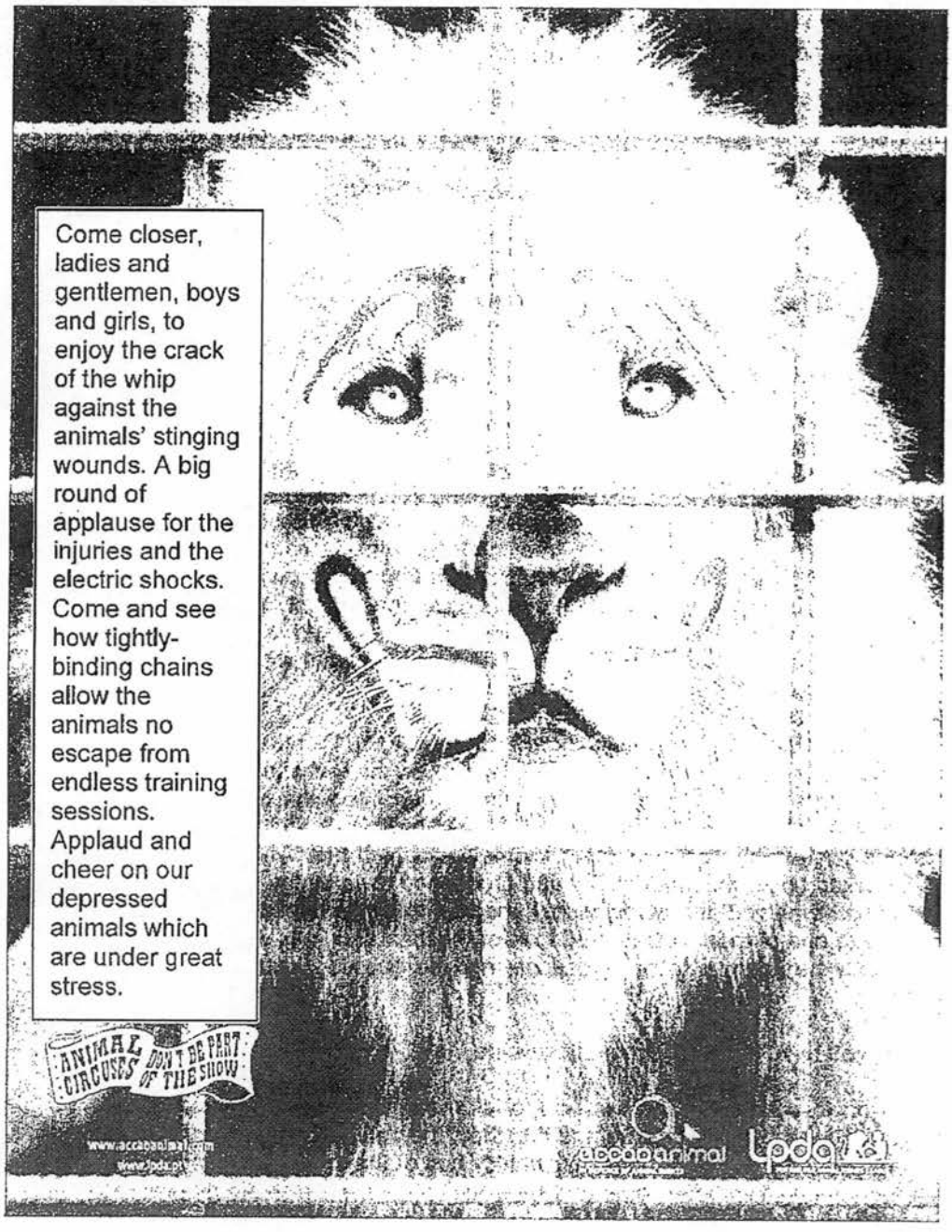
This insert contains Text 1, Text 2 and Text 3.

Section A

Text 1

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

ANIMALS ARE NOT CLOWNS



Section B

Text 2

The text below describes what John Coleman experienced when he drove an Austin car in South America. Read it carefully and answer Questions 5 – 13 in the Question Paper Booklet.

1 I passed through the Peruvian customs with little difficulty and entered the Republic of Ecuador. The money changers made a beeline for my car, scrambling to get the first opportunity to do some business. I had missed the bank at the last big town, so I was forced to accept their rates of exchange.

2 Ahead of me was a 32-kilometre track running in a finger of dense jungle that stretched down to the coast. No road ran through it but animals and occasional vehicles had made a kind of track with deep ruts which was constantly being invaded by the fast-growing tropical undergrowth on both sides of it.

3 At the Ecuadorian customs post, friendly guards told me that the next 20 kilometres were almost impassable. There had already been several afternoons of heavy rain and they added that the following day the barrier would go down for the last time until the next dry season. Had I reached Ecuador one day later, my whole schedule would have been wrecked. I drove along, crowing over my extraordinarily good luck and remained hopeful even after muddy patches began to appear in the track and I was plowing axle deep through mud.

4 As the track went through a particularly bad stretch of jungle, I saw lying in front of me a very treacherous-looking patch of mud, around ten metres in length. Only one of those Argentinian farm carts with wheels four metres high would stand a chance of getting through it. Then I noticed a tree trunk lying in the mud. If the ground underneath the truck was still firm, I could hack away the undergrowth at the side of the track with my bush knife and drive over this hazardous stretch with two wheels on the log and two on the verge that I had cleared. When I had cleared sufficient undergrowth, I began the crossing. Little by little I crept forward with every sign of slow but sure success.

5 Suddenly, one of the rear wheels skidded off the moist log. I emptied the luggage and tried to get the wheel back again, putting boards on the bed and trying to jack it up but the boards sank right through the mud. I tried lifting the car to no avail. Finally, I realised that there was nothing for it but to walk back and beg for help at the customs post which was now some kilometres behind me. When I eventually arrived, I ducked under the road-barrier and proceeded towards the hut from which the guards had emerged on my first visit. I knocked to wake them up and went on to apologise to one of them who started to raise his head and ask what the matter was. Suddenly he seemed to recognise me and he guessed instantly what had happened.

6 "Ah, Senor, you have driven your car into trouble, no?"

7 As far as I could understand, he went on to tell me in Spanish that there was no one in the village who could help me and that they, the guards, could not leave their post. There was only one hope. The last weekly bus of the dry season was due to pass through in only two hours' time and he would show me a nice shady place to sit and wait while he continued his siesta. Sleep eluded me even though I was tired.

8 Time passed slowly and the noise of an engine was followed by the appearance of

a very old bus. The guard explained my situation to the driver and took a few bottles of something from him. I apprehensively jumped in among the passengers and we trundled off towards my car. We had not gone very far when the bus unexpectedly halted and the passengers began cheering the driver as they pulled parcels of goods from under their seats, where they had carefully concealed them.

9 I did not feel really happy until we turned round the bend where I had left my car and I saw it again, untouched. I jumped off the bus, and with the speed of lightning, half a dozen men charged into the mud beside me. I threw the luggage back into the car and was going to help push it but they told me to jump in and carried me and the car straight through. I pressed the starter-button and the engine roared into action. The men and all the passengers in the bus cheered wildly once again. The bus kept behind me, for there were still many bad patches to go through and the driver bellowed out instructions every now and again in Spanish. After I had been lifted out of the mud twice more, one of the passengers volunteered to guide me, hanging on to the side of the car, as the inside was bulging with badly-packed luggage. He guided me with the skill of a pilot taking a ship through a rocky channel and seemed to know the depth of every patch of mud. By early evening, I was back on schedule, all thanks to the men in the bus.

Adapted from Coleman's Drive by John Coleman

Section C

Text 3

The article below is about the rise of Julius Caesar, a Roman soldier and politician. Read it carefully and answer questions 14 – 19 in the question paper booklet.

1 A politically adept and popular leader of the Roman Republic, Julius Caesar significantly transformed what became known as the Roman Empire, by greatly expanding its geographic reach and establishing its imperial system. While it has long been disputed, it's estimated that Julius Caesar was born in Rome on July 12 or 13, 100 BC. While he hailed from Roman aristocrats, his family was far from rich.

2 After Sulla died, Caesar returned to Rome to begin his career in politics as a prosecuting advocate. He relocated temporarily to Rhodes to study philosophy, but during his travels there he was kidnapped by pirates. In a daring display of his negotiation and counter-insurgency tactics, he convinced his captors to raise his ransom. In a brilliant display of perilous cunning, he then organized a naval force to attack them. The pirates were captured and executed.

3 When Caesar returned to Rome he began to work with Pompey, a renowned as a great military leader who commanded the loyalty of his troops. this military alliance served Caesar well in the senate. Not long after, in 68 or 69 BC, Caesar was elected quaestor[1] and then went to serve in several other key government positions under Pompey. As Caesar was cultivating his political partnership with Pompey, the astute leader was also aligning himself with Marcus Licinius Crassus, a Roman general and politician. Crassus proved to be instrumental in Caesar's rise to power. A leader himself, and cited as the wealthiest man in Roman history, Crassus offered financial and political support to Caesar.

4 Rome continued to face barbarian threats from beyond their borders. Their enemies were ever ready to pillage Rome for its wealth. Yet, over the years Pompey and Crassus had come to be intense rivals. But once again Caesar displayed his abilities as a negotiator, earning the trust of both men and convincing them they'd be better suited as allies instead of enemies. This partnership among the three men came to be known as the First Triumvirate, a powerful and effective leadership for Rome. United, they were a force to be reckoned with. Yet, for Caesar, this political alliance and the power it gave him was also the perfect springboard to greater domination.

5 Caesar's first move was to secure the governorship of Gaul, allowing him to build a bigger military and begin the kind of campaigns that would cement his status as one of Rome's all-time great leaders. Between 58 and 50 BC, Caesar annexed the rest of Gaul. As he expanded his reach, he also showed his ruthlessness with his enemies. In one instance he waited until his opponents' water supply had gone dry, and then ordered the hands of all the remaining survivors be cut off. His pitiless approach to war struck terror into the heart of his enemies.

6 Even while he conquered Gaul, Caesar was mindful of the political scene back home, and he hired key political agents to act on his behalf in Rome. But Pompey, who grew envious of his political partner's power and prestige, did not meet

[1] An elected Roman official

NAME:	NO:	CLASS:

RIVERSIDE SECONDARY SCHOOL

MID-YEAR EXAMINATION 2016

SUBJECT	: ENGLISH LANGUAGE
CODE/PAPER NO.	: 1128 / 02
LEVEL/STREAM	: 2 EXPRESS
DATE	: 29 APRIL 2016
TIME	: 1045 - 1235
DURATION	: 1 HR 50 MIN

READ THESE INSTRUCTIONS FIRST

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

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

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

Caesar's growing stature with enthusiasm. Meanwhile, Crassus still had never completely overcome his disdain for Pompey. However, the three leaders patched things up temporarily in 56 BC at a conference in Luca. That cemented Caesar's existing territorial rule for another five years, and granted Crassus a five-year term in Syria and Pompey a five-year term in Spain.

7 Three years later, however, Crassus was killed in a battle in Syria. Caesar acted swiftly to consolidate his military and political power. He had grown rich from his exploits in Gaul and now used his riches to buy friends and influence in Rome. Around this time Pompey revisited his old concerns about Caesar. Through a series of events, Caesar eventually went to war against Pompey. With Pompey further aligning himself with nobility, and the nobility increasingly seeing Caesar as a national threat, civil war proved to be inevitable.

8 But Pompey and his troops were no match for Caesar and his military campaign. By the end of 48 BC, Caesar had pushed his enemies out of Italy and pursued Pompey into Egypt, where he was eventually killed. Caesar also made a military alliance with the ruler of Egypt, Cleopatra, which further solidified his foothold of power. Caesar now stood unchallenged and was poised to become Rome's Emperor.

Adapted from "http://www.biography.com/people/julius-caesar-9192504#early-years"

Section A [5 marks]

Text 1

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

1 "Applaud and cheer on our depressed animals which are under great stress." [1]

What is the tone adopted here?

.....

.....

2 Write down **two** cruel acts circus animals are put through. [2]

.....

.....

3 The poster features a lion in clown makeup. [1]

How is the image used effective?

.....

.....

4 What is the message of the poster? [1]

.....

.....

Section B [20 marks]

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

5 What does the word "forced" (line 4) suggest about the rates offered by the money changers? [1]

.....

.....

6 In paragraph 2, the author writes that the undergrowth "invaded" (line 8) the deep ruts. What is unusual and effective about the word "invaded"? [2]

.....

.....

.....

.....

7 "...crowing over my extraordinarily good luck..." (line 13) [2]

Explain fully why the author feels lucky.

.....

.....

.....

8 "I saw lying in front of me a very treacherous-looking patch of mud, around ten metres in length. Only one of those Argentinian farm carts with wheels four metres high would stand a chance of getting through it." (lines 16 – 19) [2]

Identify the words or phrases in the given text which suggest that

	Ideas	Words or phrases from text
(i)	the patch of mud looked threatening	
(ii)	the patch of mud was deep	

9 In your own words, how does the author try to get his wheel back on the log in paragraph 5? [1]

He _____ *his luggage and* _____ *boards*

under it in an attempt to _____ *it.*

10 From paragraph 7, give **one** piece of evidence which suggests that the guard at the checkpoint was very laidback. [1]

.....

.....

11 i Which phrase in paragraph 8 suggests that the passengers were trying to hide something from the guards? [1]

.....

.....

ii What is an earlier phrase that conveys the same idea?

.....

.....

12 i Suggest why it is impossible for the author to feel happy at the start of paragraph 9. [1]

.....

.....

ii Paragraph 9 describes how the people from the bus helped the author. Explain how the language used show their helpfulness. Use details from the text to support your answer. [3]

.....

.....

.....

.....

.....

iii "He guided me with the skill of a pilot taking a ship through a rocky channel and seemed to know the depth of every patch of mud." (line 56-57) [1]

What was the writer's tone when he described the passenger?

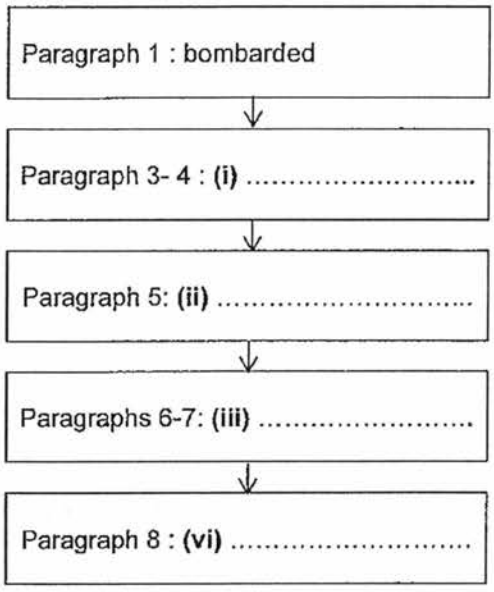
.....

13 The structure of the text reflects the author's feelings throughout the day. Complete the flow chart by choosing one word from the box to summarise the main feeling in each part of the text. There are some extra words in the box you do not need to use. [4]

Author's feelings

anxious desperate doubtful optimistic appreciative bombarded hopeful

Flow chart



Section C

Text 3

The article below is about the rise of Julius Caesar, a Roman soldier and politician. Read it carefully and answer questions 14 – 19 in the question paper booklet.

1 A politically adept and popular leader of the Roman Republic, Julius Caesar significantly transformed what became known as the Roman Empire, by greatly expanding its geographic reach and establishing its imperial system. While it has long been disputed, it's estimated that Julius Caesar was born in Rome on July 12 or 13, 100 BC. While he hailed from Roman aristocrats, his family was far from rich.

2 After Sulla died, Caesar returned to Rome to begin his career in politics as a prosecuting advocate. He relocated temporarily to Rhodes to study philosophy, but during his travels there he was kidnapped by pirates. In a daring display of his negotiation and counter-insurgency tactics, he convinced his captors to raise his ransom. In a brilliant display of perilous cunning, he then organized a naval force to attack them. The pirates were captured and executed.

3 When Caesar returned to Rome he began to work with Pompey, a renowned as a great military leader who commanded the loyalty of his troops. this military alliance served Caesar well in the senate. Not long after, in 68 or 69 BC, Caesar was elected quaestor[1] and then went to serve in several other key government positions under Pompey. As Caesar was cultivating his political partnership with Pompey, the astute leader was also aligning himself with Marcus Licinius Crassus, a Roman general and politician. Crassus proved to be instrumental in Caesar's rise to power. A leader himself, and cited as the wealthiest man in Roman history, Crassus offered financial and political support to Caesar.

4 Rome continued to face barbarian threats from beyond their borders. Their enemies were ever ready to pillage Rome for its wealth. Yet, over the years Pompey and Crassus had come to be intense rivals. But once again Caesar displayed his abilities as a negotiator, earning the trust of both men and convincing them they'd be better suited as allies instead of enemies. This partnership among the three men came to be known as the First Triumvirate, a powerful and effective leadership for Rome. United, they were a force to be reckoned with. Yet, for Caesar, this political alliance and the power it gave him was also the perfect springboard to greater domination.

5 Caesar's first move was to secure the governorship of Gaul, allowing him to build a bigger military and begin the kind of campaigns that would cement his status as one of Rome's all-time great leaders. Between 58 and 50 BC, Caesar annexed the rest of Gaul. As he expanded his reach, he also showed his ruthlessness with his enemies. In one instance he waited until his opponents' water supply had gone dry, and then ordered the hands of all the remaining survivors be cut off. His pitiless approach to war struck terror into the heart of his enemies.

6 Even while he conquered Gaul, Caesar was mindful of the political scene back home, and he hired key political agents to act on his behalf in Rome. But Pompey, who grew envious of his political partner's power and prestige, did not meet Caesar's growing stature with enthusiasm. Meanwhile, Crassus still had never

[1] An elected Roman official

completely overcome his disdain for Pompey. However, the three leaders patched things up temporarily in 56 BC at a conference in Luca. That cemented Caesar's existing territorial rule for another five years, and granted Crassus a five-year term in Syria and Pompey a five-year term in Spain.

7 Three years later, however, Crassus was killed in a battle in Syria. Caesar acted swiftly to consolidate his military and political power. He had grown rich from his exploits in Gaul and now used his riches to buy friends and influence in Rome. Around this time Pompey revisited his old concerns about Caesar. Through a series of events, Caesar eventually went to war against Pompey. With Pompey further aligning himself with nobility, and the nobility increasingly seeing Caesar as a national threat, civil war proved to be inevitable.

8 But Pompey and his troops were no match for Caesar and his military campaign. By the end of 48 BC, Caesar had pushed his enemies out of Italy and pursued Pompey into Egypt, where he was eventually killed. Caesar also made a military alliance with the ruler of Egypt, Cleopatra, which further solidified his foothold of power. Caesar now stood unchallenged and was poised to become Rome's Emperor.

Adapted from "http://www.biography.com/people/julius-caesar-9192504#early-years"

NAME: ( ) CLASS:

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the insert for questions 15 – 20.

14 **In your own words,** explain the phrase "greatly expanding its geographic reach and establishing its imperial system." (lines 2 and 3)

.....

.....

..... [2]

15 What word in paragraph 2 is used to mean 'conducting legal proceedings'?

.....

..... [1]

16 **(i)** From paragraph 2, which phrase describes Caesar as a shrewd risk-taker?

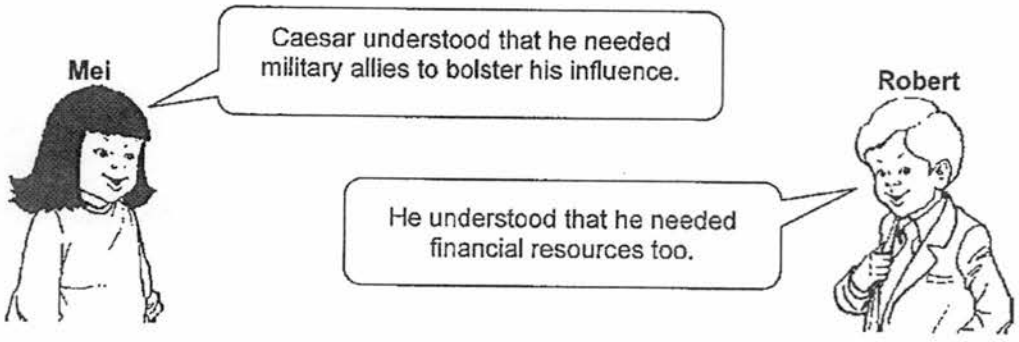
..... [1]

(ii) Why is the phrase you have chosen effective?

.....

..... [2]

17 Here is part of a conversation between two students, Mei and Robert, who have read the article.



(i) From paragraph 3, explain how Mei has come to her conclusion.

.....

..... [1]

(ii) Identify two pieces of evidence from paragraph 3 that support's Robert's view.

.....

..... [1]

18 Suggest two reasons that Caesar might have used to convince Pompey and Crassus that "they'd be better suited as allies instead of enemies" (Line 26).

.....

..... [2]

19 **Using your own words as far as possible**, summarise the events that lead to Caesar's rise in power.

Use only the material from paragraphs 5-8.

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).

Caesar began his quest for sole dictatorship...

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No of words: _____ [15]

NAME: ( ) CLASS:

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the insert for questions 15 – 20.

15 **In your own words,** explain the phrase "greatly expanding its geographic reach and establishing its imperial system." (lines 2 and 3)

- Rome was **increasing its territorial boundaries**
- Rome was **bringing its system of government to these new lands**

(Any answers that are similar to the bold section above is acceptable.) [2]

16 What word in paragraph 2 is used to mean 'conducting legal proceedings'?

- the word is "prosecuting" [1]

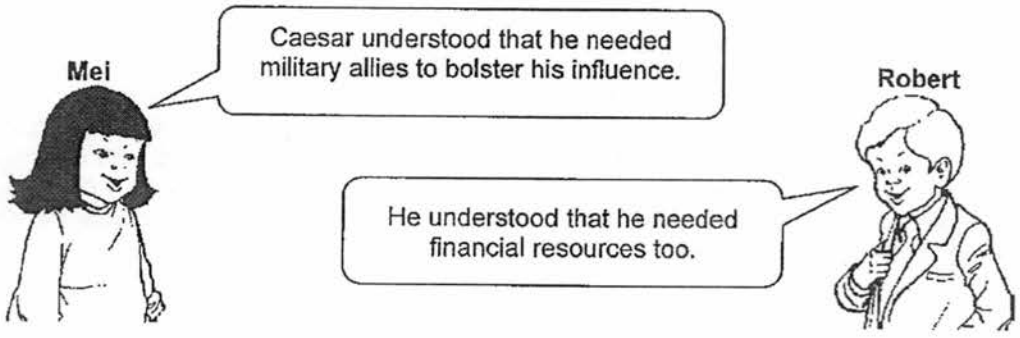
17 **(i)** From paragraph 2, which phrase describes Caesar as a shrewd risk-taker?

The phrase is "perilous cunning" [1]

(ii) Why is the phrase you have chosen effective?

It highlights **how much risk Caesar was willing to take** [1] but also how ingenious he was that he **could manipulate his capture to his advantage.** [1]
(Main ideas are the risk Caesar deemed acceptable and how he turned his disadvantage around)

18 Here is part of a conversation between two students, Mei and Robert, who have read the article.



(i) From paragraph 3, explain how Mei has come to her conclusion.

Caesar's friendship with Pompey proved useful in the political arena of Rome. [1]

(ii) Identify two pieces of evidence from paragraph 3 that support's Robert's view.

Crassus was "instrumental in Caesar's rise to power" [1]
Crassus offered "Financial and political support to Caesar" [1]

19 Suggest two reasons that Caesar might have used to convince Pompey and Crassus that "they'd be better suited as allies instead of enemies" (Line 26) .

- There were still external threats Rome's peace and prosperity
- The three of them provided much needed stability in leadership and power [2]

20 **Using your own words as far as possible**, summarise the events that lead to Caesar's rise in power.

Use only the material from paragraphs 5-8.

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).

Caesar began his quest for sole dictatorship...

1. secure the governorship of Gaul
2. build a bigger military and begin the kind of campaigns that would cement his status as one of Rome's all-time great leaders
3. Caesar annexed the rest of Gaul
4. he also showed his ruthlessness with his enemies
5. mindful of the political scene back home, and he hired key political agents to act on his behalf in Rome
6. Caesar eventually went to war against Pompey
7. Pompey and his troops were no a match for Caesar and his military campaign
8. Caesar acted swiftly to consolidate his military and political power, through gifts and bribes.
9. He had grown rich from his exploits in Gaul and now used his riches to buy friends and influence in Rome
10. Caesar also made a military alliance with the ruler of Egypt, Cleopatra

...by securing his rulership of Gaul. He enlarged his army and began military battles that brought him great fame. He soon conquered all of Gaul. Caesar was merciless towards his enemies and they feared him. Caesar did not forget the senate, and ensured he hired political friends to further his interests in Rome. Eventually, Caesar made war upon Pompey. Pompey's army was outmatched by Caesar and was destroyed. Caesar spent the wealth he had accumulated from Gaul and bought more influence in Rome. He also cemented his power by allying himself with Cleopatra.

No of words: _____ [15]

ANSWERS

Examples:

I arrived **to** my destination at 2 p.m. .....*at*.....

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

Mother Teresa was born on August 26, 1910, in Skopje, the current capital of the Republic of Macedonia. **Followed** her father's death, she became **extraordinary** close to her mother, a pious and compassionate woman who instilled **on** her daughter a deep commitment to charity. Six years later, Teresa **decides** to become a nun. While meditating during a train ride, Jesus spoke to her and told her to work in the slums of Calcutta aiding the city's **poor** and sickest people. Mother Teresa quickly **translate** this calling into several concrete **action** to help the city's poor. She first began by establishing an open-air school **but** a home for the dying destitute. By the time of her death in 1997, her Missionary of Charities had 610 foundations on all seven continents.

1. Following
2. extraordinarily
3. in
4. decided
5. ✓
6. poorest
7. translated
8. actions
9. and
10. ✓

Adapted from:
http://www.biography.com/people/mother-teresa-9504160

NAME:	NO:	CLASS:

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 16 – 21.

16 What is the main cause of the human-elephant conflict around the world?

Competition for food and space between humans. [1]

17 At the end of paragraph 1, what does the phrase 'indirect costs' suggest about some of the disadvantages of HEC?

These are costs that cannot be measured in monetary terms. [1]

18 (i) According to lines 10 – 12, how has the roaming vicinity of the elephants changed?

Previous	Elephants could roam freely in the forests/fields/lands
Now	The lands have become plantations/homes for humans

[2]

(ii) What does this tell us about the impact of agriculture on the elephants?

Agriculture has taken away lands that belonged to the elephants.
Or
Agriculture has driven the elephants out from their habitats. [1]

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

(i) Identify any two examples from paragraph 3 that Jason can give to support his view.

- Crops are more nutritious than wild fodder.
- Crops are generally free of toxic secondary compounds.
- Crops are concentrated in space and time. [1]

1 mark for any two correct answers

(ii) How would Ellen explain her position with reference to paragraph 4?

Elephants destroy crops because of the undergrowth around the crops.
Some crops are located next to the elephant habitats or within the elephant corridor. [2]

1 mark for each up to 2 marks

20 Explain **in your own words** what the writer means by 'business as usual will not be enough to conserve them' (lines 56 – 57).

The writer means that the current/existing measures [1] will not be sufficient to protect the elephants. [1] [2]

PW: usual, conserve

21 **Using your own words as far as possible**, summarise the reasons for crop raiding by the elephants.

Use only information from paragraph 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).

Elephants raid crops because…

	Points from the passage	Points after rephrasing
1	crops are more nutritious than wild fodder/ improve their nutrient content	crops are healthier than wild forage/vegetation
2	satiate their elephantine appetite	and can satisfy their enormous desire for food.
3	wild plants are generally not very nutritious for herbivores	Wild forage/vegetation often does not provide herbivores with enough nutrients.
4	crops are generally free of toxic secondary compounds	Crops do not commonly contain poisonous chemicals
5	elephants can eat as much as they want to	so the elephants can eat a lot of them.
6	crops are concentrated in space and time	Crops are abundant at specific venues and time,
7	Harvesting is thus much easier than wild plants	making it very convenient for the elephants to feed on them.
8	gain the same amount of nutrients in much less time and with considerably less effort	The elephants obtain the similar amount of nutrients in a shorter time and with substantially lesser work.

Elephants raid crops because crops are healthier than wild forage and can satisfy their enormous desire for food. Wild forage often does not provide herbivores with enough nutrients. Crops do not commonly contain poisonous chemicals so the elephants can eat a lot of them. Crops are abundant at specific venues and time, making it very convenient for the elephants to feed on them. The elephants obtain the same amount of nutrients in a shorter time and with substantially lesser work.

[76 words] [15]

NAME:	NO:	CLASS:

RIVERSIDE SECONDARY SCHOOL

MID-YEAR EXAMINATION 2016

SUBJECT	: ENGLISH LANGUAGE
CODE/PAPER NO.	: 1128 / 02
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DATE	: 29 APRIL 2016
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Answer all questions.
Write your answers in the spaces provided in the Question Booklet.
The insert contains the texts for all the sections.

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

Section A [5 marks]

Text 1

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

1 "Applaud and cheer on our depressed animals which are under great stress." [1]

What is the tone adopted here?

Sarcasm.

2 Write down **two** cruelties circus animals are put through. [2]

Whipping
Injuries
Electric shocks
Tightly-binding chains
Endless training sessions.

1 mark each, up to 2 marks

3 The poster features a lion in clown makeup. [1]

How is the image used effective?

It is effective as it emphasises how humans treat animals as their source of amusement / like clowns to entertain them / like clowns to make them laugh.

4 What is the message of the poster? [1]

Do not contribute to / encourage animal circuses.

Section B [20 marks]

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

5 What does the word "forced" (line 4) suggest about the rates offered by the money changers? [1]

They were below / lower than bank rates.

6 In paragraph 2, the author writes that the undergrowth "invaded" (line 8) the deep ruts. What is unusual and effective about the word "invaded"? [2]

It is unusual as the word "invaded" normally refers to a foreign army occupying a land / external attack by one people on another / people taking over a space which plants are unable to do.
It is effective as it shows how pervasive the undergrowth was. / shows how the undergrowth completely filled the deep ruts.

7 "...crowing over my extraordinarily good luck..." (line 13) [2]

Explain fully why the author feels lucky.

The barrier at the customs post would not have been lifted / would have gone down due to the rainy season if he had arrived one day later [1] and he would have to find an alternative route / would have been delayed / disrupted which would have forced him to change his entire schedule [1].

8 "I saw lying in front of me a very treacherous-looking patch of mud, around ten metres in length. Only one of those Argentinian farm carts with wheels four metres high would stand a chance of getting through it." (lines 16 – 19) [2]

Identify the words or phrases in the given text which suggest that

	Ideas	Word / phrase from text
(i)	the patch of mud looked threatening	*"treacherous-looking"*
(ii)	the patch of mud was deep	*"(Argentinian farm carts) with wheels four metres high"*

9 **In your own words**, how does the author try to get his wheel back on the log in paragraph 5? [1]

He removed his luggage and placed boards under it in an attempt to lift it. (All three for one mark)

PW: emptied, put, jack

10 From paragraph 7, give **one** piece of evidence which suggests that the guard at the checkpoint was very laidback. [1]

He continued his siesta.

11 i Which phrase in paragraph 8 suggests that the passengers were trying to hide something from the guards? [1]

"carefully concealed"

ii What is an earlier phrase that conveys the same idea? [1]

"pulled parcels of goods from under their seats"

12 i Suggest why it was impossible for the author to feel happy at the start of paragraph 9? [1]

He was worried that the car will be stolen / damaged.

ii Paragraph 9 describes how the people from the bus helped the author. Explain how the language used show their helpfulness. Use details from the text to support your answer. [3]

"with the speed of lightning" suggests that they were ready / willing to help / did not require encouragement to help / did not hesitate to help.

"half a dozen men charged into the mud beside me" suggests the possibility of becoming dirty / being inconvenienced did not stop them from helping the author / willing to get dirty to help the author

"bus kept behind me" / "I have been lifted out of the mud twice more" suggests that they really wanted to get the author safely through all the other bad patches safely by guiding him.

"one of the passengers volunteered to guide me, hanging on to the side of the car" suggests that the passenger prioritised helping the author over his own safety.

[any 3 for 3 marks, each quote must be paired with an explanation.]

iii "He guided me with the skill of a pilot taking a ship through a rocky channel and seemed to know the depth of every patch of mud." (line 56-57) [1]

What was the writer's tone when he described the passenger?

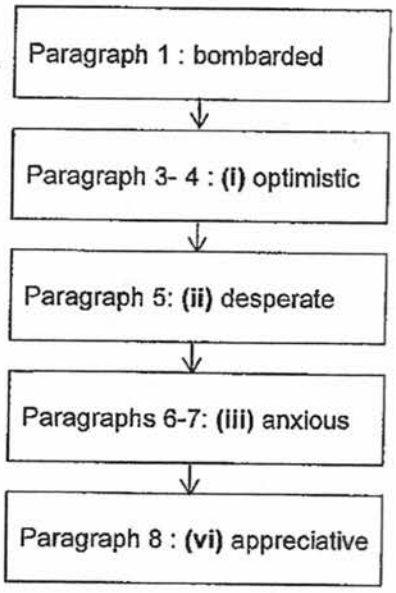
Admiration.

13 The structure of the text reflects the author's feelings throughout the day. Complete the flow chart by choosing one word from the box to summarise the main feeling in each part of the text. There are some extra words in the box you do not need to use. [4]

Author's feelings

anxious desperate doubtful optimistic appreciative bombarded hopeful

Flow chart



NAME: NO: CLASS:

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 16 – 21.

16 What is the main cause of the human-elephant conflict around the world?

Competition for food and space between humans. [1]

17 At the end of paragraph 1, what does the phrase 'indirect costs' suggest about some of the disadvantages of HEC?

These are costs that cannot be measured in monetary terms. [1]

18 (i) According to lines 10 – 12, how has the roaming vicinity of the elephants changed?

Previous	Elephants could roam freely in the forests/fields/lands
Now	The lands have become plantations/homes for humans

[2]

(ii) What does this tell us about the impact of agriculture on the elephants?

Agriculture has taken away lands that belonged to the elephants.
Or
Agriculture has driven the elephants out from their habitats. [1]

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

(i) Identify any two examples from paragraph 3 that Jason can give to support his view.

- Crops are more nutritious than wild fodder.
- Crops are generally free of toxic secondary compounds.
- Crops are concentrated in space and time. [1]

1 mark for any two correct answers

(ii) How would Ellen explain her position with reference to paragraph 4?

Elephants destroy crops because of the undergrowth around the crops.
Some crops are located next to the elephant habitats or within the elephant corridor. [2]

1 mark for each up to 2 marks

20 Explain **in your own words** what the writer means by 'business as usual will not be enough to conserve them' (lines 56 – 57).

The writer means that the current/existing measures [1] will not be sufficient to protect the elephants. [1] [2]

PW: usual, conserve

21 **Using your own words as far as possible**, summarise the reasons for crop raiding by the elephants.

Use only information from paragraph 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).

Elephants raid crops because...

	Points from the passage	Points after rephrasing
1	crops are more nutritious than wild fodder/ improve their nutrient content	crops are healthier than wild forage/vegetation
2	satiate their elephantine appetite	and can satisfy their enormous desire for food.
3	wild plants are generally not very nutritious for herbivores	Wild forage/vegetation often does not provide herbivores with enough nutrients.
4	crops are generally free of toxic secondary compounds	Crops do not commonly contain poisonous chemicals
5	elephants can eat as much as they want to	so the elephants can eat a lot of them.
6	crops are concentrated in space and time	Crops are abundant at specific venues and time,
7	Harvesting is thus much easier than wild plants	making it very convenient for the elephants to feed on them.
8	gain the same amount of nutrients in much less time and with considerably less effort	The elephants obtain the similar amount of nutrients in a shorter time and with substantially lesser work.

Elephants raid crops because crops are healthier than wild forage and can satisfy their enormous desire for food. Wild forage often does not provide herbivores with enough nutrients. Crops do not commonly contain poisonous chemicals so the elephants can eat a lot of them. Crops are abundant at specific venues and time, making it very convenient for the elephants to feed on them. The elephants obtain the same amount of nutrients in a shorter time and with substantially lesser work.

[76 words] [15]

NAME:	NO:	CLASS:

RIVERSIDE SECONDARY SCHOOL

MID-YEAR EXAMINATION 2016

SUBJECT	: ENGLISH LANGUAGE
CODE/PAPER NO.	: 1128 / 02
LEVEL/STREAM	: 2 EXPRESS
DATE	: 29 APRIL 2016
TIME	: 1045 - 1235
DURATION	: 1 HR 50 MIN

READ THESE INSTRUCTIONS FIRST

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

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

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

Section A [5 marks]

Text 1

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

1 "Applaud and cheer on our depressed animals which are under great stress." [1]

What is the tone adopted here?

Sarcasm.

Some students used the word form 'sarcastic tone'. Those who misspelled the word were awarded the mark. Please be more careful in future.

2 Write down **two** cruelties circus animals are put through. [2]

Whipping
Injuries
Electric shocks
Tightly-binding chains
Endless training sessions.

1 mark each, up to 2 marks

Note that the question asked for 'two' cruelties. Those who gave more than two will not get the marks – excess denied.
Grammar note: past tense of bind is bound, not bonded.

3 The poster features a lion in clown makeup. [1]

How is the image used effective?

It is effective as it emphasises how humans treat animals as their source of amusement / like clowns to entertain them / like clowns to make them laugh.

Most answers were it is to show that the lions are treated like clowns without any explanation given.

4 What is the message of the poster? [1]

Do not contribute to / encourage animal circuses.

For this poster, the intended audience is potential circus goers, not the participants/ workers of the circus. This question is about the intended audience's reaction – what does the writer want the audience to do. Thus, it is an effect question, not a purpose question.

Other acceptable answers:	*Not accepted:*
- do not support animal circuses *- do not attend animal circuses* *- do not watch animal circuses.*	*- Do not be a part of the circus* *- Do not include animals in circuses* *- Spread awareness of animal abuse/ cruelty (purpose)* *- Do not participate in animal circuses*

Section B [20 marks]

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

5 What does the word "forced" (line 4) suggest about the rates offered by the money changers? [1]

They were below / lower than bank rates.
Some students were not aware of how exchange rate works. Majority wrote higher than bank rates.

Not accepted:
- ***Rates were not good/ unreasonable/ expensive***

6 In paragraph 2, the author writes that the undergrowth "invaded" (line 8) the deep ruts. What is unusual and effective about the word "invaded"? [2]

It is unusual as the word "invaded" normally refers to a foreign army occupying a land / external attack by one people on another / people taking over a space which plants are unable to do.

Most students simply mentioned that "plants cannot invade..." without explaining the significance of the word 'invade'.

It is effective as it shows how pervasive the undergrowth was. / shows how the undergrowth completely filled the deep ruts.

Most students wrote 'quickly' and 'fast' – the word is referring to the extent of the undergrowth and not its speed of growth.

7 "...crowing over my extraordinarily good luck..." (line 13) [2]

Explain fully why the author feels lucky.

The barrier at the customs post would not have been lifted / would have gone down due to the rainy season if he had arrived one day later [1] and he would have to find an alternative route / would have been delayed / disrupted which would have forced him to change his entire schedule [1].

8 "I saw lying in front of me a very treacherous-looking patch of mud, around ten metres in length. Only one of those Argentinian farm carts with wheels four metres high would stand a chance of getting through it." (lines 16 – 19) [2]

Identify the words or phrases in the given text which suggest that

	Ideas	Word / phrase from text
(i)	the patch of mud looked threatening	***"(a very) treacherous-looking (patch of mud)"***
(ii)	the patch of mud was deep	***"(Argentinian farm carts) with wheels four metres high"*** ***Anything more than this answer is considered as excess denied. A significant number of students wrote 'around ten metres in length' – this answer does not show depth!***

9 **In your own words**, how does the author try to get his wheel back on the log in paragraph 5? [1]

He removed his luggage and placed boards under it in an attempt to lift it. (All three for one mark)

Penalty Words: emptied, put, jack – Any use of a penalty word = automatic zero for the whole question
Emptied (in this case, it is referring to the author taking out his luggage in order to remove the excess weight before attempting to jack the car).
In addition, students must pay close attention to the tenses. For this examination, no marks deducted for wrong tenses.

Acceptable answers:	***Not accepted:***
Emptied – took out/ unloaded/ cleared	***Took out everything out of (in this case, it changes the meaning of the sentence)***
Put – set/ inserted/	
Jack – raise/ elevate	***Carry/ move/ push/ float?***

10 From paragraph 7, give **one** piece of evidence which suggests that the guard at the checkpoint was very laidback. [1]

He continued his siesta.
The question specifically states 'give one piece of evidence'. Judging from students' answers, those who wrote it as "he showed me a nice shady place to sit and wait while he continued his siesta" will get one mark. Others who wrote it as "he showed me a nice shady place to sit and wait and he continued his siesta" gets zero because it is considered as two pieces of evidence given.

11 i Which phrase in paragraph 8 suggests that the passengers were trying to hide something from the guards? [1]

"(where they had) carefully concealed (them)"

ii What is an earlier phrase that conveys the same idea? [1]

*"**pulled** parcels of goods from under their seats"*
Some students omitted the verb 'pulled' so no marks given.

12 i Suggest why it was impossible for the author to feel happy at the start of paragraph 9? [1]

He was worried that the car will be stolen / damaged/ something might happen to his car.
Majority did not indicate why he was worried.

ii Paragraph 9 describes how the people from the bus helped the author. Explain how the language used show their helpfulness. Use details from the text to support your answer. [3]

"with the speed of lightning" suggests that they were ready / willing to help / did not require encouragement to help / did not hesitate to help.
Not accepted: excited/ enthusiastic: in this case, they are more concerned about the author's safety and his car. The dominant emotion is not about happiness.
Acceptable: eager - strongly wanting to do or have something/ rushed
Answer must address the word 'speed'

"half a dozen men charged into the mud beside me" suggests the possibility of becoming dirty / being inconvenienced did not stop them from helping the author / willing to get dirty to help the author
Students just focused on the word 'charged' instead of the phrase 'into the mud'. Answer must address the significance of the 'mud'.

"bus kept behind me" / "I have been lifted out of the mud twice more" / "driver bellowed out instructions every now and again in Spanish" suggests that they really wanted to get the author safely through all the other bad patches by guiding him.

"one of the passengers volunteered to guide me, hanging on to the side of the car" suggests that the passenger prioritised helping the author over his own safety/ willing to risk his life to help him
Students must quote in its entirety to show how the passenger risks his own life to help him.

[any 3 for 3 marks, each quote must be paired with an explanation.]

iii "He guided me with the skill of a pilot taking a ship through a rocky channel and seemed to know the depth of every patch of mud." (line 56-57) [1]

What was the writer's tone when he described the passenger?

Admiration.

Acceptable: ***Impressed***	***Not accepted:*** ***Amazed – surprised at something*** ***Awe***

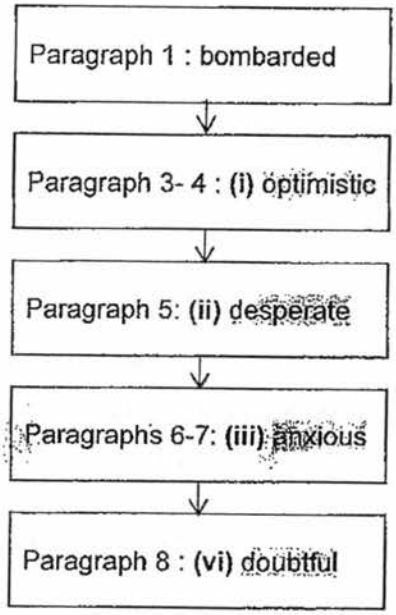
Question asked for one answer as indicated by the word "was". More than one answer – zero for excess denied.

13 The structure of the text reflects the author's feelings throughout the day. Complete the flow chart by choosing one word from the box to summarise the main feeling in each part of the text. There are some extra words in the box you do not need to use. [4]

Author's feelings

anxious desperate doubtful optimistic appreciative bombarded hopeful

Flow chart



13i: optimistic – most of the students chose 'hopeful'. For 'hopeful', it means that the person is anticipating a positive outcome whereas for 'optimistic', it means that the person is absolutely **confident** a positive outcome will happen.

13ii: desperate – some students chose 'anxious'. 'Anxious' is the feeling of worry and nervousness. In the paragraph, the writer is desperately trying to remove his car from being stuck – he tried to lift the car and finally, he tried to ask the guards for help.

13iii: anxious – those who got 13ii wrong also got 13iii wrong. He was worried about his car as it was left unattended. When the guard told him to rest, he could not even sleep.
13iv: doubtful – he was 'apprehensive' towards the passengers in the bus.

NAME:	NO:	CLASS:

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 16 – 21.

16 What is the main cause of the human-elephant conflict around the world?

Competition for food and space between humans. [1]

17 At the end of paragraph 1, what does the phrase 'indirect costs' suggest about some of the disadvantages of HEC?

These are costs that cannot be measured in monetary terms. [1]

18 (i) According to lines 10 – 12, how has the roaming vicinity of the elephants changed?

Previous	Elephants could roam freely in the forests/fields/lands
Now	The lands have become plantations/homes for humans

[2]

(ii) What does this tell us about the impact of agriculture on the elephants?

Agriculture has taken away lands that belonged to the elephants.
Or
Agriculture has driven the elephants out from their habitats. [1]

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

(i) Identify any two examples from paragraph 3 that Jason can give to support his view.

- Crops are more nutritious than wild fodder.
- Crops are generally free of toxic secondary compounds.
- Crops are concentrated in space and time. [1]

[1]

1 mark for any two correct answers

(ii) How would Ellen explain her position with reference to paragraph 4?

[2]

Elephants destroy crops because of the undergrowth around the crops.
Some crops are located next to the elephant habitats or within the elephant corridor.

1 mark for each up to 2 marks

20 Explain **in your own words** what the writer means by 'business as usual will not be enough to conserve them' (lines 56 – 57).

The writer means that the current/existing measures [1] will not be sufficient to protect the elephants. [1] [2]

PW: usual, conserve

21

Using your own words as far as possible, summarise the reasons for crop raiding by the elephants.

Use only information from paragraph 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).

Elephants raid crops because…

	Points from the passage	Points after rephrasing
1	crops are more nutritious than wild fodder/ improve their nutrient content	crops are healthier than wild forage/vegetation
2	satiate their elephantine appetite	and can satisfy their enormous desire for food.
3	wild plants are generally not very nutritious for herbivores	Wild forage/vegetation often does not provide herbivores with enough nutrients.
4	crops are generally free of toxic secondary compounds	Crops do not commonly contain poisonous chemicals
5	elephants can eat as much as they want to	so the elephants can eat a lot of them.
6	crops are concentrated in space and time	Crops are abundant at specific venues and time,
7	Harvesting is thus much easier than wild plants	making it very convenient for the elephants to feed on them.
8	gain the same amount of nutrients in much less time and with considerably less effort	The elephants obtain the similar amount of nutrients in a shorter time and with substantially lesser work.

Elephants raid crops because crops are healthier than wild forage and can satisfy their enormous desire for food. Wild forage often does not provide herbivores with enough nutrients. Crops do not commonly contain poisonous chemicals so the elephants can eat a lot of them. Crops are abundant at specific venues and time, making it very convenient for the elephants to feed on them. The elephants obtain the same amount of nutrients in a shorter time and with substantially lesser work. [15]

[76 words]