WHITLEY SECONDARY SCHOOL

A Caring and Learning Community

END YEAR EXAMINATION

SUBJECT : ENGLISH LANGUAGE
Paper 1

LEVEL: Secondary 3

DATE :

DURATION : 1 hr 45 min (0745 – 0930)

READ THESE INSTRUCTIONS FIRST

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

Write your name, class and index number in the spaces provided on the Answer Paper.
Answer both **Section One and Section Two.**
Write your answers on the separate answer paper provided.

Hand in Section One and Section Two separately.

This paper consists of 2 printed pages

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Section One (30 marks)

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

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

1. Bullies.
2. Write about an accomplishment that was important to you but went unnoticed by others.
3. Can character be taught?
4. " It is more difficult to be good parents nowadays." Do you agree?
5. Are you in favour of a 15 or 16 year-old teenager taking on a vacation job?

Section Two (30 marks)

Begin your answer on a fresh page.

You are advised to write between 300 and 350 words for this section.

You should read the information carefully and plan your answer before beginning to write.

The following account appeared in a local newspaper.

PM: WE SHOULD SHOW MORE HEART

Singapore is slowly being transformed into a global city, but all will be in vain if there is no "heart" to go with it, Prime Minister Lee Hsien Loong has said. PM Lee said the Singapore Kindness Movement must keep pushing its message to encourage all Singaporeans to do their part in raising the standard of our social behaviour.

He said, "No society can prosper if its people are concerned only with the pursuit of material wealth. Kindness is the thread that runs through our social fabric, making it stronger and more cohesive. We need to build a gentler and kinder society where everyone matters, where everyone is valued, where all of us belong. Ours will be a more gracious society only if all of us work together towards this goal."

Your English teacher has set you the task of writing your response to it in the form of an article. The best article will be published in the next issue of the school's newsletter.

In your article, respond personally to the following points :

- "heart" is important to the progress of Singapore
- kindness can make the society stronger and more cohesive
- we all have a part to play in raising the standard of our social behaviour
- we must work towards becoming a more gracious society

Give your article a striking title to attract readers.

Use English that is correct, clear and persuasive.

Set by K Oehlers / 2009

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WHITLEY SECONDARY SCHOOL

A Caring and Learning Community

END YEAR EXAMINATION

SUBJECT : ENGLISH LANGUAGE
Paper 2

LEVEL : Secondary 3

DATE :

DURATION : 1 hr 40 min (1100 – 1240)

READ THESE INSTRUCTIONS FIRST

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

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

Write your name, class and index number in the spaces provided on the Answer Paper.

Answer all the questions.

Leave a space of one line between your answers to each part of a question, e.g. between 1(a) and 1(b).

Leave a space of at least three lines after your completed answer to each whole question.

Write your answers on the separate answer paper provided.

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

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

Hand in Question 14 – SUMMARY separately.

This paper consists of 6 printed pages

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Read Passage A and Passage B and then answer the questions which are printed in the Question Paper.

Passage A

1 One way in which animals were [redacted] for Man's pleasure was through zoos. An enormous zoo, with no fewer than 600 animal keepers, was discovered by Spanish explorers in the ancient empire of the Aztecs. Other civilisations also devoted much energy to collecting animals. This was frequently to satisfy a curiosity about animal life, but also sometimes to provide an enclosed area for hunting in which the animals became easy targets. More recently, zoo animals are seen by many as mere captives who are bored, frustrated and deprived of almost all activities natural to them. Directors of zoos argue that such criticism is unfair, and claim that zoos play a major role in the modern world by educating people at first hand about the wildlife that exists elsewhere.

2 Conscious of their limitations, zoos have struggled to develop a style of zoo-keeping which gives animals living conditions that are as close as possible to the way they would live if still in the wild. In some parts of Europe, special parks called safari parks have been set up. Here, small herds of game and troops of monkeys can move about freely, although serious drawbacks have emerged. Some of these animals are made ill by exhaust fumes from visitors' cars, and tropical animals which do not belong in Europe's northern climate may suffer through not having suitable winter quarters. For all their faults, zoos and safari parks are a lifeline to nature, a slender thread that leads us to an increasing interest in living things.

3 Before the advent of the cinema and television, city-dwellers rarely encountered wild animals in any form except in zoos. Even when the cinema arrived, animals were depicted in early films as savage killers, attacking the hero, or being gunned down by brave hunters in the name of sport. It was not until the invention of colour television in the late 1960s that many magnificent natural history films were made which provided an awareness of what wild animals are really like by showing them in their natural surroundings.

4 Animals also suffered at the hands of Man in that they were gradually but systematically destroyed by Europeans to make way for agricultural land to provide food for a fast-growing population. Then twentieth-century farmers started to use pesticides, poisoning the creatures on which so many of the remaining larger animals depended. Throughout all this, the rich were hunting, shooting and fishing for sport. Looking back, one is surprised that modern Europe has any wildlife left at all.

5 In the nineteenth century it became fashionable for Europeans to travel to Africa and India to hunt wild animals there for sport. Many European naturalists also joined in the slaughter, in order to build up vast collections of skulls, skins and other museum specimens. With time, the folly of such behaviour was recognised, and practical steps were taken to protect animals by the building of magnificent game parks, where the visitors shot the animals not with guns but with cameras.

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Passage B

1 Some human beings are not particularly concerned about the rights of animals. These people often accuse those promoting animal rights of being sentimental, emotional and guilty of anthropomorphism, that is, attributing human characteristics and feelings to animals. They say that because we have the power to think, humans should be intellectual and objective about animals. Those who do campaign for the rights of animals reply that being objective alone makes it hard for one to exercise compassion and conscience, which are also distinguishing human features.

2 Attributing feelings to animals is a subject that arouses a good deal of controversy. While it is easy to misunderstand animal behaviour by relying too heavily on our own human experience, it would be foolish to ignore such basic feelings as fear and anger in animals. We cannot know what animals are feeling. We cannot even tell for sure if they feel emotions in the same way that we do. But studying their behaviour helps us to judge if their responses are in line with what we would expect and if they were indeed to have the feelings we attribute to them. This is a step towards understanding the potential for animals to feel and silences critics who insist that we cannot fight for animal rights because we have no means of knowing what other species are really thinking.

3 Another criticism aimed at people concerned with animal welfare is that they care more about animals than people. This may be true about some animal activists, but it is equally true that there are some human beings who care neither about people nor animals nor anything else in particular. We have seen, however, that many animal rights campaigners have also worked tirelessly on behalf of humans. People who are truly concerned about oppression are likely to feel that way because they believe that it is wrong regardless of whom it affects.

4 It is even said by some people that animals are too far removed from human beings in their level of rational thinking and feeling to be accorded rights. They say that although we should care for animals and prevent them from being abused, they cannot have the same status as oppressed humans.

5 In response to this, animal rights campaigners say that we used to discriminate between man and other animals by highlighting man's ability to use and make tools. However, we now know from the studies of Jane Goodall that chimpanzees are also capable of this. We used to say that only man could speak, but now gorillas and chimpanzees have been taught the sign language of the deaf. Moreover, we have discovered that some animals can understand concepts. Chimpanzees, for example, have been able to pick out the middle object from a long row, a test that defeats some small children. This ability suggests that they can work out what 'middle' means.

6 If we accept, then, that some animals are rational, can communicate and do understand concepts, we must in turn accept that these 'human' abilities entitle them to rights. This does not mean, though, that we can continue to deny rights to other animals without these gifts. If reason, speech and ideas were all that entitled any living creature to rights, many human beings such as babies and adults suffering from brain damage, would be excluded. Yet

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we would reject the idea of keeping these humans in cages or using them for experiments.

7 There are many ways human beings can be guilty of mistreating animals. Perhaps even the law should make some provisions to ensure that torture and mistreatment of animals are minimised. But this is not because animals have rights, but because we as humans have a moral duty to act with compassion and good conscience. *50*

Answer all questions.

From Passage A:

From paragraph 1:

1 (a) For what two reasons did ancient civilisations keep animals together in one location?. [1]

(b) What does the expression 'mere captives' (line 7) convey about the quality of life led by zoo animals? [1]

From paragraph 2:

2 (a) 'zoos and safari parks are a lifeline to nature' (line 20)
In your own words explain what this means. [2]

(b) The author also describes this lifeline as 'a slender thread' (line 20).
What idea is being emphasized here? [1]

From paragraph 3:

3 Show how the early cinema and the more recent television programmes differ **significantly** in how they portrayed wild animals. [2]

From paragraph 4:

4 How was wildlife in Europe decimated by man's farming activities? [2]

From paragraph 5:

5 What do the words 'slaughter' and 'vast collections' together convey about the killing of wild animals in Africa and India by the Europeans? [1]

From Passage B:

From paragraph 1:

6 What two human qualities motivate some people to be concerned about the rights of animals? [1]

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From paragraph 2:

7 The writer says that 'Attributing feelings to animals is a subject that *arouses a good deal of controversy*.' (lines 9–10)
Explain what the words in italics mean. [1]

From paragraph 3:

8 '... they believe that it is wrong regardless of whom it affects. (lines 26–27)

(a) Who are 'they'?

(b) What does 'it' refer to? [2]

From paragraph 4:

9 Which two faculties are used to distinguish oppressed humans from abused animals? [1]

From paragraph 5:

10 Point out two ways in which chimpanzees have demonstrated intelligence. [2]

From paragraph 6:

11 Why is the word 'human' (line 42) within quotation marks? [2]

From paragraph 7:

12 Explain what 'moral duty' means. (line 52) [1]

From both passages:

13 For each of the following words or phrases, give one word or short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage.

From Passage A:	From Passage B:
1. subdued (line 1)	4. discriminate (line 33)
2. at first hand (line 10)	5. minimised (line 51)
3. Conscious (line 12)	

[5]

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14 SUMMARY

Using your own words as far as possible, summarise the arguments for and against animal rights.

USE ONLY THE MATERIAL IN PASSAGE B.

Your summary, which must be in continuous writing (not note form), must not be longer than **150 words,** (not counting the words given to help you begin).

Begin your summary as follows:

People are divided over the issue of according animals rights..... [25]

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Answer Sheets

Whitley Secondary Paper 2 2009

Passage A

Q1a) They do so to satisfy their curiosity for animal life and to provide an enclosed area for easy hunting of animals.

Q1b) It conveys the idea that the animals were deprived of natural freedom.

Q2a) It means that the animals depend on zoos and safari parks for their continued existence.

Q2b) It emphasizes the idea that this lifeline is weak and very delicate.

Q3. The early cinema portrayed wild animals as savage killers while the more recent television programmes portrayed them in their natural surroundings.

Q4. They were deprived of food as their preys were poisoned by the use of pesticides and their habitats were destroyed by man's farming activities.

Q5. They convey the idea that the killing of wild animals in Africa and India by the Europeans was on a large scale.

Passage B

Q6. The two qualities are compassion and conscience.

Q7. It means that attributing feelings to animals is a subject that gives rise to a lot of discussion/argument/debate/different views.

Q8a) 'They' are people who are truly concerned abut oppression.

Q8b) 'It' refers to oppression.

Q9. The two faculties are the level of rational thinking and feeling to be accorded rights.

Q10. Chimpanzees are able to use and make tools, and also understand concepts like what middle means.

Q11. It is because the writer is referring to abilities shown by some animals that we attribute only to.

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Q12. 'Moral duty' means having the principle of knowing what's right and wrong that governs our behavior.

Q13. i) Managed/Brought under control
ii) Directly
iii) Aware/knowing/realizing
iv) Differentiate
v) Reduced to the smallest number

Q14. Points Should Include:

- Those against animal rights often accuse promoters of being sentimental, emotional and guilty
- Done out of human compassion and conscience
- After all Man cannot really know what animals are feeling apart from feelings of fear and anger
- Humans can think and should be intellectual and objective about animals.
- Animals are too far from human beings in their level of rational thinking and feelings to be accorded rights
- If they accept that animals are rational, they have to accept that 'human' abilities entitle them to rights and thus many humans suffering from brain damage would have to be excluded
- Minimization of animal torture is needed, however, not for animal rights but to complete a moral duty.
- Campaigners for animal rights feel that being objective makes it hard to exercise compassion and conscience
- Animals are able to do what man could, eliminating discrimation
- Animal rights activists are also criticized for caring more about animals than humans, though not a fair criticism in all cases as people still care about human oppression
- Argument that abused animals and oppressed humans are not on the same comparable level

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