Name:	Class: Sec 4.....	Class Register No:	
		Section One Question No.	

中正中学

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Parent's Signature

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PRELIMINARY EXAMINATIONS 2012
SECONDARY 4

English Language **Wednesday 29 August 2012**
Paper 1 Section One **1 hr 45 min**

Instructions to Candidates:

Write in dark blue or black pen.
Do not use paper clips, highlighters or correction fluid.
Use the string provided to tie the papers loosely together.

Answer both **Section One** and **Section Two.**

Write your answers on the separate Answer Paper provided.

Write the question number of the topic you have selected for Section One in the box above.

At the end of the examination, fasten the respective cover page/ question paper to the respective answer script.

The answer scripts to Section One and Section Two are to be submitted separately.

This question paper consists of 2 printed pages (including this cover page).

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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 Discuss the impact of social media on our lives.

2 Write about an occasion when words were louder than action.

3 Describe a place which brings up the feeling of dread in you whenever you revisit it or think about it.

4 Aimlessness.

5 "Too much mothering leads to smothering." Do you agree?

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Name:	Class: Sec 4	Class Register No:

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PRELIMINARY EXAMINATIONS 2012
SECONDARY 4

English Language **Wednesday 29 August 2012**
Paper 1 Section Two **1 hr 45 min**

Instructions to Candidates:

Write in dark blue or black pen.
Do not use paper clips, highlighters or correction fluid.
Use the string provided to tie the papers loosely together.

Answer both **Section One** and **Section Two.**

Write your answers on the separate Answer Paper provided.

At the end of the examination, fasten the respective cover page/ question paper to the respective answer script.

The answer scripts to Section One and Section Two are to be submitted separately.

This question paper consists of 2 printed pages (including this cover page).

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Paper 1

Section Two [30 marks]

Begin your answer on a fresh page.

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

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

You have been tasked by the Principal to collate pupils' feedback on the issue of Protected Time in school and with your findings, he has further requested that you address the school population and staff in an assembly talk to present a balanced perspective of the pros and cons of making pupils stay back in school every afternoon for extra lessons.

Your speech should try to persuade and win over the pupil population to the idea that Protected Time benefits them. At the same time you would want to use this platform to alert the school administration to the fact that this daily afternoon structured programme is causing unhappiness and could be counter-productive. In your delivery, provide suggestions on how the Protected Time can be implemented to address some of the negative feedback.

Some feedback collated included the following opinions:

- "Protected time is a waste of time."
- "I am not very organised and disciplined. Thus, protected time really helps me manage time better. Otherwise my time will just whittle away. Like it is said, 'A second lost is lost forever'."
- "The school cares for us and we should appreciate the effort put in by our teachers to ensure we realise our potential. They work very hard too, you know."
- "I need to breathe. I need to have my very own space and time to grow. I need a life. Give me a break!"
- "I am so tired spending my whole life in school, both emotionally and physically. I only sleep 5 hours a night."
- "Teachers know it is very competitive outside and they want us to get into the best junior college or polytechnic course. That's why they push us so hard."

You may add additional information to make your speech more **engaging** and **persuasive** bearing in mind that your speech must provide a **balanced** view.

Write your speech in clear accurate English and use an appropriate tone so that your speech will win the hearts and minds of both the pupils and teachers.

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Name:	Class:	Class Register No: _____ O Level Index No:_____/_____

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PRELIMINARY 2 EXAMINATION 2012
SECONDARY 4

English Language
1127 / 2

Wednesday 29 August 2012
1 hour 40 minutes

Passage and Questions

Instructions to Candidates:

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

Answer **all** questions.
The number of marks is given in brackets [ ] at the end of each question or part question.
Leave a space of one line 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.
Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

Submit the following **separately**:
- question paper
- answers for the Comprehension & Vocabulary Section
- summary

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

DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO!

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Read the following passages carefully before you attempt any question.

Answer all the questions.

You are recommended to answer them in the order set.

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

PASSAGE A

1 The 2008 Pixar animated film 'Wall-E' gave cinema audiences a powerful picture of the Earth decimated by human complacency. Some film critics identified technology as the complicated villain of the movie, showing how over-dependence on it had caused the human race to deteriorate into useless lumps of lard, literally unable to stand on their own feet, relate to each other honestly, or save their planet. By showing humans and robots working side by side to renew Earth at the end of the film, the screenwriter was advocating that technology could be properly used to help humans cultivate their environment and themselves. Technology has inevitably weakened us in some ways, but overall the net effect it has on our skills have been largely positive.

2 When human beings embraced technology as the convenient solution to life's many tasks, we regressed in many basic skills. Everyday life actually holds many simple opportunities to hone ourselves intellectually, physically and emotionally. In giving over many of our simple tasks to technology, we have paid the price for further development in these skills for that extra bit of convenience. Excessive dependence on technology – in particular information and communication technology – has first of all shortened our attention spans and subsequently affected the way we work. It is not uncommon to be listening to the songs on our iPod, switching between multiple tabs on multiple windows on our laptops, plunging through a maze of hyperlinks and chatting on Facebook – all while working on some task. Most of us who are able to do so are becoming less able to filter out distracting environmental information, more likely to be distracted by irrelevant information in memory and less efficient when required to quickly switch from one task to another.

3 However, technology has been developed specifically and expertly to enhance our skills with overwhelming positive results. The most outstanding example is the well-documented 'Sesame Street Effect'. Numerous studies showed that children from all sorts of backgrounds and capabilities who spent a lot of time watching the television show actually improved in their readiness, literacy and numeracy skills as well as communication skills. Here, technology was deliberately designed to present an appropriate amount of intellectual stimulation, optimise engagement among young viewers, and enable transference to real-life situations. Likewise, we can look at many ground-breaking websites that are sifting through the noise of data online to help researchers and educators refine their communication and data analysis skills. Khan Academy uses the YouTube platform to help slow learners take all the time they need to revise high school curriculum.

4 In fact, even technologies created for frivolous ends have led to surprisingly counterintuitive outcomes. Much academic ink has been spilt on documenting how playing action video games can enhance our vision, attention, cognition

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and motor control. Avid players have better visual short-term memory, superior top-down control of attention, greater flexibility in weighing different options and heightened attention to detail in cluttered environment. Because of these findings, hospitals are actually using action games in rehabilitating patients with visual deficiencies. It turns out to that laparoscopic surgeons who are avid gamers happen to be better surgeons in terms of speed of surgical executions. In 2009, after studies indicated that some of their best drone pilots were often avid young video gamers, the United Kingdom's Royal Air Force did away with requiring only trained pilots to control its unmanned drone flight missions.

5 More often than not, it is the end users who actively and purposefully use technology to enhance their skills, rather than those who passively give up their lives to technology, who will see themselves develop as skillful individuals. Intentionality makes all the difference here. Individuals who are driven to be better at their real-life work, achieving real-life goals and grooming their real-life skills would usually be more focused on how they can tap into technologies that help them get there.

6 While it is good to recognise the various instances by which technology has caused us to become less adept, it would be far better for us to acknowledge how technology has improved and enhanced our skills. As technology continues to evolve, let us evolve along with and **steward** it as a strategic assistant in human development rather than a monster that is constantly required to be kept on a leash.

(Adapted from: Broader Perspectives, 2011 Issue Four & Five)

PASSAGE B

1 Ryan was standing on the Arlington Memorial Bridge, approximately an eighth of a mile from the Lincoln Memorial loop-de-loop, and the mid-teens windchill had his breath coming in gasps. His asthma gave him a rough enough time, thanks to the 110-kilograms his six feet frame **heaved** daily. He had forced himself to march out into the 9:00pm darkness to where few cars dare to go because of the intermittent freezing rain. Even his thick-soled hiking boots were having a difficult time gripping the slickness.

2 He told his wife he was heading to the pharmacy for cough drops but he just kept plodding along, head hunched against the cold and the wet. He was focusing on the plink-plink of rain against icy ground and the crunch of his boots as he headed further away from home. He was unsure of his destination. For as long as he could recall, he had been his best company. He enjoyed long walks to nowhere, although lately that had proven to be less calming than before – a result of his perpetually unquiet mind.

3 For three years, every thought had been **dominated** by a single focus: the World of Warcraft, a massively multiplayer online role-playing game, in which players control characters who explore a huge virtual world, battle monsters and other players, socialise in enormous cities and complete quests for money, fame, experience and loot.

4 While others were living normal lives, he was actively occupying his alternate world. He inventoried his characters. He prioritised quests. He mulled over high-powered weapon trades. He fretted about the battleground honour he

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needed to earn. He considered how many real-world dollars he could afford to spend to buy in-game equipment on e-bay or from gold farmers.

5 **Consumed** by this never-ending, breathtaking virtual universe that he discovered by chance three years earlier, he might as well had been clicking away with his mouse in front of his twenty-one inch screen even there, dozens of blocks from his home machine, as if an unseen digital umbilical code was keeping him eternally wired to the game that demanded his every waking moment.

6 Halfway across the bridge, he stopped. His brain was telling him to climb up on the barrier. In fact, it was insisting on it, ridiculous as it seemed for a thirty-five-year-old professor to huff his way up a frozen concrete barrier on this bridge.

(Adapted from: 'Unplugged-Journey-World-Video-Addiction', by Ryan Cleave)

From Passage A

From paragraph 1:

1 Which single word indicates the portrayal of technology as a 'complicated villain' in the movie? [1]

2 Say what you understand by 'human complacency' and explain its consequence on the Earth. [2]

From paragraph 2:

3 Explain fully what is the 'price' that we 'paid' for the sake of convenience. [2]

4 What evidence is there to suggest that we are capable of multi-tasking? [1]

From paragraph 3:

5 Why is the 'Sesame Street Effect' considered one of the 'overwhelming' positive results of technology? Answer in your own words. [2]

From paragraph 4:

6 Explain fully why the outcomes of technology are surprising. [2]

From paragraph 6:

7 Why is technology described as both a 'strategic human assistant' and a 'monster'? [2]

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From Passage B

From paragraph 1:

8 What does the phrase 'mid-teens windchill' tell us about the weather that night? [1]

9 Write down the phrase in the paragraph which tells us that Ryan was at a deserted location. [1]

From paragraph 2:

10 How do we know that Ryan was restless while taking the walk? [2]

From paragraph 3:

11 What are the two similarities between the 'virtual' world and the real world? Answer in your own words. [2]

From paragraph 6:

12 Why is it 'ridiculous' for a professor to climb up a barrier? [2]

From Passage A and Passage B

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 had in the passage. [5]

From Passage A:
a. noise (line 36)
b. steward (line 63)

From Passage B:
c. heaved (line 4)
d. dominated (line 15)
e consumed (line 25)

From Passage A

14 Using your own words as far as possible, summarise both the favourable and adverse effects of technology on the skill levels of people.

USE THE MATERIAL IN PASSAGE A FROM LINE 12 TO LINE 52.

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:

The effects of technology on the skill levels of people include... [25]

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2012 CCHMS Prelim 2 2012
(Suggested Answer Scheme)

From Passage A		
From paragraph 1:		
1	Which single word indicates the portrayal of technology as a 'complicated villain' in the movie?	[1]
	deteriorate *Note:* - *Must focus on the effect of the 'villain'* *X – 'weakened' as this action refers to technology in general whereas the question is focused on the movie.*	
2	Say what you understand by 'human complacency' and explain its consequence on the Earth.	[2]
	Human complacency is where mankind has a sense of contentment / self-satisfaction or where mankind is over dependent on technology. (1m) It leads to harm and destruction of the Earth. (1m) *Clue:* - *decimated (evidence: 'save their planet', 'renew Earth', 'cultivate their environment'.*	
From paragraph 2:		
3	Explain fully what is the 'price' that we 'paid' for the sake of convenience.	[2]
	Daily simple tasks offer opportunities to hone our basic skills. (1m) but when we depend on technology to complete our simple tasks out of convenience, the price that we paid is the regression / deprivation of development in these basic skills. (1m) *Note:* - *2m or 0m*	
4	What evidence is there to suggest that we are capable of multitasking?	[1]
	We can be playing songs on the pod, chatting between websites and programmes on our computer, and posting messages on Facebook at the same time as we work on something.	
From paragraph 3:		
5	Why is the 'Sesame Street Effect' considered one of the 'overwhelming' positive results of technology? Answer in your own words.	[2]
	It is considered overwhelming as learning for many students (and not just those from diverse backgrounds and abilities) who attained the programme aim.	

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	show marked progress in many areas / preparedness abilities in reading, counting and communication (1m). *Answer from the text:* *Numerous studies showed that children from all sorts of backgrounds and capabilities who spent a lot of time watching the television show actually improved in their readiness, literacy and numeracy skills as well as communication skills.*	
From paragraph 4:		
6	Explain fully why the outcomes of technology are surprising.	[2]
	We would expect that technologies created for frivolous ends would lead to adverse/negative outcomes (1m) yet it brings about many benefits. (1m) *Note:* - *2m or 0m* - *Specific examples are not required (but not considered 'Excess Denies')* *X – If candidate simply mentioned 'technology' in general.*	
From paragraph 6:		
7	Why is technology described as both a 'strategic human assistant' and a 'monster'?	[2]
	It can be an useful tool that helps develop/improve our skills (1m) but on the other hand, it can also potentially cause destructive effects if not kept in checks (1m) *For the 1st point:* - *Answer cannot not be generic (eg. it brings benefits)* *For the 2nd point:* *✓ – devastating / damaging / disastrous (answer must reflect the degree/intensity of negative effects – 'monster)* *X – harmful / bad / detrimental / less adept*	
From Passage B		
From paragraph 1:		
8	What does the phrase 'mid-teens windchill' tell us about the weather that night?	[1]
	It was cold. *X – windy, chilly (words in the quotation)*	

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9	Write down the phrase in the paragraph which tells us that Ryan was at a deserted location.	[1]
	'Where few cars dared to go'. *X – 'few cars dared to go' (the location-relative pronoun 'where' must be included)*	
From paragraph 2:		
10	How do we know that Ryan was restless while taking the walk?	[2]
	His mind was flooded by a deluge of thoughts. (1m) and he just kept plodding along aimlessly. (1m) *X – He was focusing on the plink-plink of rain against icy ground and the crunch of his boots as he headed further away from home.*	
From paragraph 3:		
11	What are the two similarities between the 'virtual' world and the real world? Answer in your own words.	[2]
	They interact with other players through their assumed characters much like how people interact with one another in real world. (1m) In both worlds, players compete for status, better finances or resources / to be better than others. (1m) *Answer from the text:* *...in which players control characters who explore a huge virtual world, battle monsters and other players, socialise in enormous cities and complete quests for money, fame, experience and loot.*	
From paragraph 6:		
12	Why is it 'ridiculous' for a professor to climb up a barrier?	[2]
	A professor is thought to be wise and mature. (1m) Thus, it is incongruous / absurd for him to commit an irrational / dangerous act. *Note:* - *Question refers to a professor in general, not specifically Ryan* *X – He was unfit / fat / asthmatic / 35 years old / too old*	
From Passage A and Passage B		
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 had in the passage.	[5]
	noise - large amount of unnecessary information steward - manage / use / manipulate	

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	heaved - lifted with great effort/difficulty *X – carried with* dominated – totally controlled / totally drawn in *X – taken over / ruled / conquered / overpowered* consumed – obsessed / completely overwhelmed / absorbed	

From Passage A		
14	Using your own words as far as possible, summarise both the favourable and adverse effects of technology on the skill levels of people. USE THE MATERIAL IN PASSAGE A FROM LINE 12 TO LINE 52. 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: *The effects of technology on the skill levels of people include...*	[25]

The effects of technology on the skill levels of people include...

No.	From Passage	Own Words
1	adverse effects (line 13) regression in many basic skills.	Regression/deterioration/worsening in many basic skills (1). X no further development X regressing us from basic skills
2	adverse effects (lines 17-19) Excessive dependence on technology has first of all shortened our attention spans	The inability to maintain concentration on an activity/decreased ability to focus/less focused (2) X shortened attention time X less attentive / attentiveness
3	adverse effects (line 19) and subsequently affected the way we work.	has impacted how we work/ affected working style(3). X affecting our work X working methods/ working ways X how we work (without the word 'impacted')
4	adverse effects (lines 23-24) Most of us are becoming less able to filter out distracting environmental information,	but many are **not as adept** to sift out distracting **environmental** information (4) **efficiency suffers**/less productive when we switch between tasks (6). Our attention is **more likely** diverted by trivial data (5).
5	adverse effects (lines 24-25) more likely to be distracted by irrelevant information in memory	X distracted by our surroundings X distraction X less able to switch tasks

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6	adverse effects (lines 25-26) and less efficient when required to quickly switch from one task to another.	
7	favourable effects (lines 27-28) However, technology has been developed specifically and expertly to enhance our skills with overwhelming positive results.	However, **our skills improved** because of technology (8).
8	favourable effects (lines 29-31) Numerous studies showed that children from all sorts of backgrounds and capabilities who spent a lot of time watching the television show actually improved in their readiness, literacy and numeracy skills as well as communication skills.	**Children** who spend long hours in **educational programmes/Sesame Street** improve in readiness (psychology) and abilities in reading, writing and counting and communication.
9	favourable effects (lines 33-35) Technology was deliberately designed to present an appropriate amount of intellectual stimulation,	Here, technology was intentionally designed to offer some mental activity, • Reference should be made to the Sesame Street Effect but we did not penalize except for some who obviously did not show any understanding.
10	optimise engagement among young viewers	Maximize the attentiveness of young viewers
11	and enable transference to real-life situations.	And allow transference to authentic context/practical situations.
12	favourable effects (line 37) It helps to refine communication and data analysis skills of researchers and educators.	**Some websites** enhance communication and data analysis skills of researchers and educators (13),
13	favourable effects (lines 38-39) Khan academy uses Youtube platform to help slow learners take all the time they need to revise high school curriculum.	slow learners to revise at their own pace **using Youtube platform** (14)
14	favourable effects (lines 42-45) Playing action video	**Playing action video games** develops us holistically in terms of our vision, attention, cognition and motor control (15).

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	games can enhance our vision, attention, cognition and motor control.	
15	Avid players have better visual short-term memory,	Gamers possess improved **visual short-term memory,**
16	superior top-down control of attention,	Higher quality **top down** control of attention
17	greater flexibility in weighing different options	increased flexibility in weighing varied choices
18	and heightened attention to detail in cluttered environment.	and much better attentiveness to details in cluttered/crowded places. X messy **NB : If subject referencing is missing, all content marks from pt 14 – 18) are not awarded**
19	favourable effects (lines 46-47) Hospitals are actually using action games in rehabilitating patients with visual deficiencies	Only one example accepted for ONE point. Hospitals use action games to help **patients** improve visual problems. Or **Laparoscopic Surgeons** who play action games are now much faster at their surgical executions. Or **Drone Pilots** have increased flight abilities due to their frequent gaming sessions.
	favourable effects (lines 47-48) Laparoscopic surgeons who are avid gamers happen to be better surgeons...speed of surgical executions	
	favourable effects (lines 49-51) Because some of their best drone pilots were often avid young video gamers, the United Kingdom's Royal Air Force did away with requiring only trained pilots to control its unmanned drone flight missions	

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