Name _____ Class _____ Register Number _____

1128/01 **14/4P1/EL/1**

ENGLISH LANGUAGE
PAPER 1

Wednesday **30 APRIL 2014** **1 hour 50 minutes**

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL

Section A [10 marks]

Carefully read the text below, containing 12 lines, about the idea of profit. 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 — ✓

If you perform a service or produce a commodity for others, you should be

reward for your pains So much is only fair and right. If you do it well, you 1

deserve to be rewarded well, you deserve to profit on it There is nothing 2

wrong with profit, nor with wealth, nor with any individuals or company 3

or country growing rich Profit is a enabler, because it takes people 4

beyond subsistence levels to the amenities of life, to comfort and culture, 5

to new knowledge and new possibilities However, wrong enter the picture 6

when profits were made out of others' loss or suffering That, alas, happens 7

so often that it almost seemed the norm For instance, we have seen how 8

millions of Third World people suffer and die because giant pharmaceutical 9

companies sustain the prices of its drugs at developed-world levels This is 10

a shocking example of the evil men do in the name of profit

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Class | Register Number

Name _____

1128/01

14/4P1/EL/1

ENGLISH LANGUAGE
PAPER 1

Wednesday **30 APRIL 2014** **1 hour 50 minutes**

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL
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VICTORIA SCHOOL
PRELIMINARY EXAMINATION ONE
SECONDARY FOUR

INSTRUCTIONS TO CANDIDATES

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

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

Section A is an Insert
For **Section A**, write your answers in the spaces provided on the Insert
For **Section B** and **Section C**, write your answers on the writing paper provided
Begin each section on a fresh page
At the end of the examination, fasten all your work securely together

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

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This document consists of 4 printed pages and 1 Insert

[Turn Over]

Setter: Ms Quan Cher Lee

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Section B [30 marks]

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

You should look at the printout of a webpage on Page 3 Study the information carefully and plan your answer before beginning to write

You have received an email from your aunt who lives in Australia A nature lover and arts enthusiast, she wants to visit our renowned Botanic Gardens on her trip to Singapore next month She has asked you to recommend two attractions shown on the web page that will enable her to learn more about how the Singapore Botanic Gardens protect our local plants and trees, and how the Gardens help promote the Arts

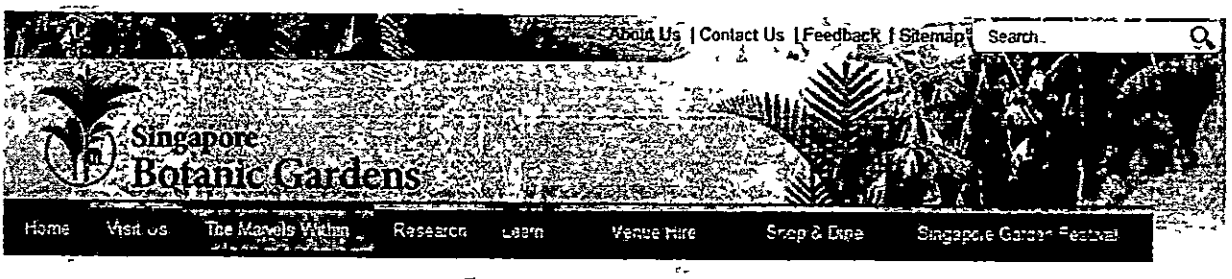
Write an email to your aunt to

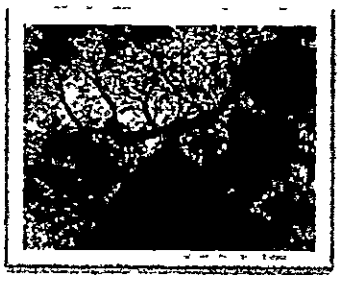
- welcome her to Singapore
- explain why she will enjoy visiting the two attractions that you have chosen and how she will benefit from the visit
- suggest two meaningful activities that she can do with you and your family while she is in Singapore

Write your email in clear, accurate English and in a warm, enthusiastic tone, to make your aunt look forward to her visit

You should use your own words as much as possible

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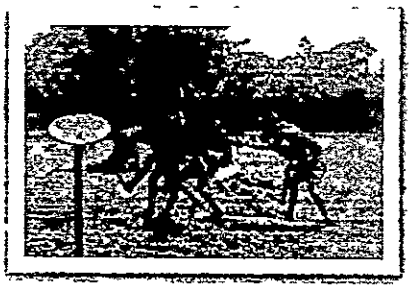


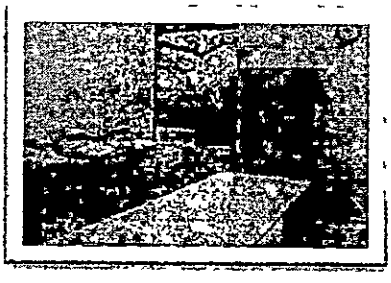
THE LEARNING FOREST

This 9 8 hectare Learning Forest showcases the best of tropical trees The interactive information kiosks there tell of Singapore's efforts to conserve them Through thematic walks, visitors can see giant trees, a conservation collection of rare fruit and nut species, and a bamboo garden Some trees were there even before the founding of modern Singapore in 1819

STUNNING SCULPTURES

Freestanding sculptures, including the Swiss Granite Fountain with its ever-revolving stone ball, add life and vigour to the Garden's natural grace They are donated by international and local artists These displays are replaced by new ones from time to time





ORCHID BREEDING & CONSERVATION BIOTECHNOLOGY LABORATORY

Novel orchid hybrid production, cloning of orchids and ornamental plants, and orchid conservation research take place here Guided tours can be arranged

THE PALM VALLEY & SYMPHONY LAKE

Here the land falls into a grand valley swept with palms Regular orchestral performances are staged at the Shaw Foundation Symphony Stage built over a lake here The green open area here is also great for picnics and outdoor games



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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 What activities organised by the school have left an impression on you and why?

2 "Reading fiction is a waste of time " What are your views?

3 "Instilling discipline is not the responsibility of the school or community, it should be the responsibility of the individual " How far do you agree with this?

4 "A little knowledge is a dangerous thing " Write about one personal experience when you learnt that this is true

-THE END -

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Name	Class	Register Number

1128/01

14/4P1/EL/1

ENGLISH LANGUAGE
PAPER 1

ANSWERS

Wednesday **30 APRIL 2014** **1 hour 50 minutes**

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL
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VICTORIA SCHOOL
PRELIMINARY EXAMINATION ONE
SECONDARY FOUR

INSTRUCTIONS TO CANDIDATES

Write your name, class and register number in the spaces provided on the work you hand in

This insert contains **Section A**

Write your answers in the spaces provided

Fasten the completed **Section A** insert to your answers for **Section B** and **Section C**

For Markers Only	
Section A	**/10**
Section B	**/30**
Section C	**/30**
Total	***/70***

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This document consists of 2 printed pages **including** the cover page

[Turn Over]

Setter Ms Quan Cher Lee

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Section A [10 marks]

Carefully read the text below, containing 12 lines, about the ambulance driver's experience The first and last lines are correct. For eight of the lines, there is one grammatical error in each line There are two more lines with no errors

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

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

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

Examples

I arrived (to) my destination at 2 pm — at

My mother always wears sensible clothes — ✓

If you perform a service or produce a commodity for others, you should be	
reward for your pains So much is only fair and right If you do it well, you	1 **rewarded**
deserve to be rewarded well, you deserve to profit **on** it There is nothing	2 **from**
itself wrong with profit, nor with wealth, nor with any **individuals** or company	3 **individual**
or country growing rich Profit is **a** enabler, because it takes people	4 **an**
beyond subsistence levels to the amenities of life, to comfort and culture,	5 √
to new knowledge and new possibilities However, wrong **enter** the picture	6 **enters**
when profits **were** made out of others' loss or suffering That, alas, happens	7 **are**
so often that is almost **seemed** the norm For instance, we have seen how	8 **seems**
millions of Third World people suffer and die because giant pharmaceutical	9 √
companies sustain the prices of **its** drugs at developed-world levels This is	10 **their**
a shocking example of the evil men do in the name of profits	

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Name _____ Class _____ Register Number _____

1128/02 **14/4P1/EL/2**

ENGLISH LANGUAGE
PAPER 2

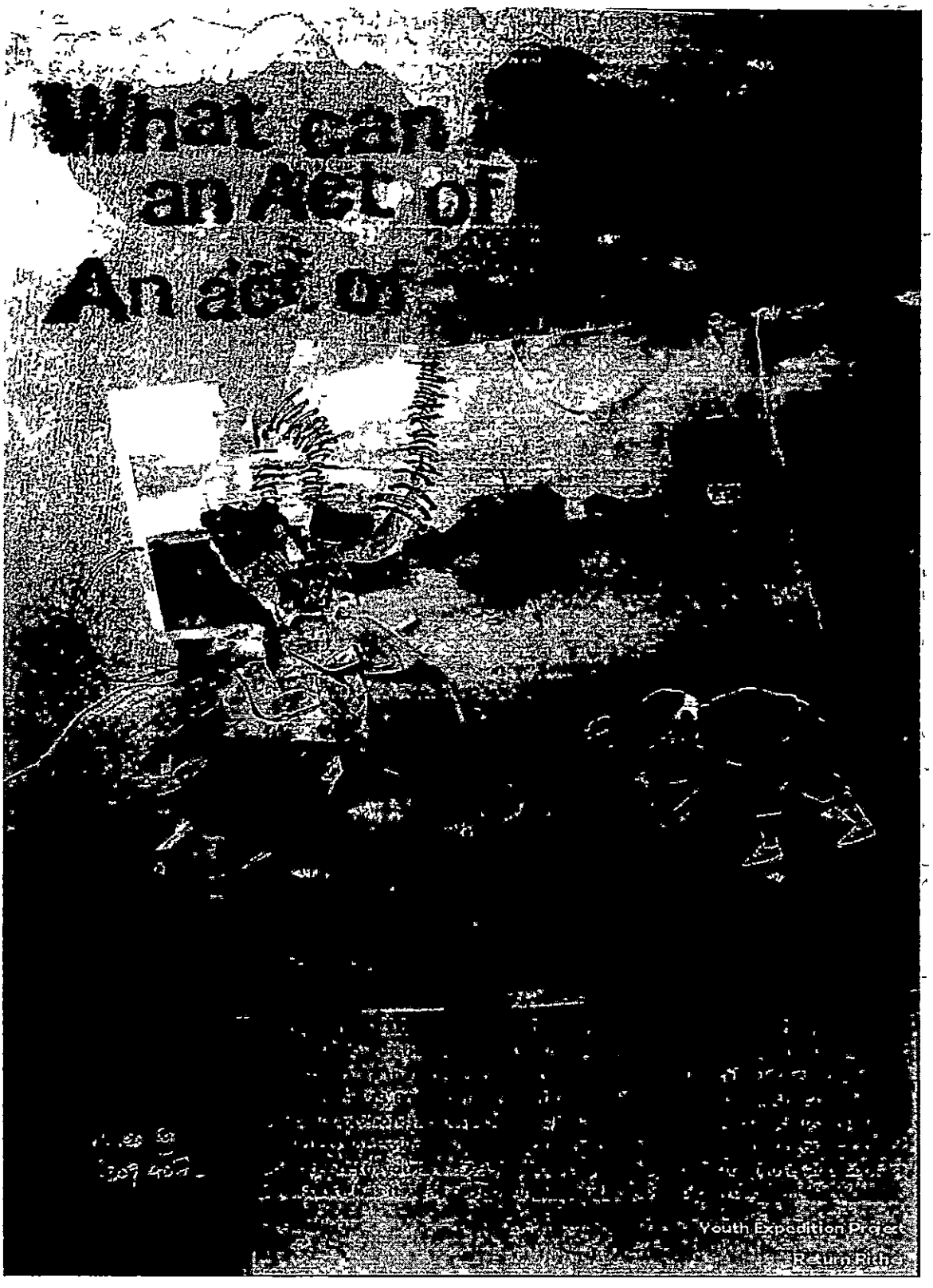
Wednesday **30 APRIL 2014** **1 hour 50 minutes**

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL

Section A

Text 1

Study the poster below and answer Questions 1-3 in the Question Paper



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Section B

Text 2

The text below is about one boy's recount of his family's reactions to his prominent facial birthmark. Read it carefully and answer Questions 4 – 13.

1 I am convinced that my father looked at me, really saw me, only once. After that, he knew what was there.

2 In those days, they did not let fathers into the glare of the theatre where babies were born, or into the room where the women about to give birth were stifling their cries or suffering aloud. Fathers laid eyes on the mothers only once they were cleaned up and conscious and tucked under pastel blankets in the ward or in semi-private or private rooms. My mother had a private room, as became her status in town, and it was just as well, actually, seeing the way things turned out.

3 I don't know whether my father saw my mother before or after he stood outside the window of the nursery for his first glimpse of me. I rather think that it was after and that when she heard his steps outside her door she felt the anger in them but did not yet know what had caused it. After all, she had borne him a son, which was, presumably, what all men wanted. I know what he said. "What a chunk of chopped liver." Then, "You don't need to think you're going to bring that into the house."

4 One side of my face was—is—normal. And my entire body was normal from toes to shoulders. Twenty-one inches was my length, eight pounds five ounces my weight. A strapping male infant, fair-skinned, though probably still red from my unremarkable recent journey.

5 My birthmark was not red but purple. Dark in my infancy and early childhood, fading somewhat as I got older, but never fading to a state of inconsequence, never ceasing to be the first thing people noticed about me, head on, never ceasing to shock those who had come at me from the left side. I look as if someone had dumped grape juice on me, a big, serious splash that turns into droplets only when it reaches my neck. Though it does skirt my nose pretty well, after dousing one eyelid. "It makes the white of that eye look so lovely and clear" was one of the idiotic but pardonable things my mother would say, in the hope of helping me to admire myself. And an odd thing happened. Sheltered as I was, I almost believed her.

6 Of course, my father could not do anything to prevent my coming home. And, of course, my presence, my existence, caused a monstrous rift between my parents. I always believed that there had always been some kind of rift—some incomprehension, at least, or chilly disappointment.

7 My father had gone to college, joined a fraternity, had what was referred to as a high old time, and then entered the insurance business. He was as popular around our town as he had been at college. A good golfer, an excellent sailor. At home, my father's most vivid quality was a capacity for hating and despising. Those two verbs often went together. He hated and despised certain foods, makes of automobiles, music, manners of speech and modes of dress, radio comedians, and, later on, television personalities, along with the usual assortment of races and classes it was customary to hate and despise in his day (though perhaps not as thoroughly as he did). In fact, most of his opinions would

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have found little opposition in our town, among his sailing companions or his old fraternity brothers It was his vehemence, I think, that brought out an uneasiness that could also amount to admiration Calls a spade a spade That was what was said of him

8 Of course, a production like myself was an insult that he had to face every time he opened his own door He took breakfast alone and did not come home for lunch My mother ate those meals with me and part of her dinner also, the rest with him Eventually, I think, there there may have been some sort of row about this, and then, sadly, she sat through my meal with me but ate with him It is clear that I did not contribute to a comfortable marriage But how had they ever come together? She had not gone to college, she'd had to borrow money to attend the school where teachers were trained in her day She was frightened of sailing, clumsy at golf, and if she was beautiful, as some people have told me (it is hard to make that judgment of your own mother), her looks were not really of the kind that my father admired

9 What I seem to be saying, I guess, is that I may have been a pretext, a blessing even, in that I furnished them with a ready-made quarrel, an insoluble problem that threw them back into their natural differences, where they may, in fact, have been more at ease In all my years in our town, I encountered no one who was divorced, so it may be taken for granted that there were other couples living separate lives in one house, other men and women who had accepted the fact that there were words or acts that could never be forgiven, barriers between them never to be washed away

Adapted from Face by Alice Munro

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Section C

Text 3

The article below is about the idea of the self-made man that has lured thousands of immigrants to American shores, all hoping for the chance to make a vast fortune by controlling their own destiny Read it carefully and answer Questions 14 – 19 in the Question Paper

1 Although typically associated with the rags to riches story, a self-made man is anyone who attains far greater success than his original circumstances would have indicated was possible The self-made man often has to overcome great obstacles to achieve his goals Self-made men attain their success through education, hard work, and sheer willpower While no man is an island, it is not external help or special relationships that make the crucial difference in the self-made man's rise

2 Nor is luck the deciding factor Society loves the story of a man whose success came to him largely by chance, from an opportunity dropped from the sky above Such stories allow unsuccessful men to excuse their failure as due to unavoidable bad luck and demerit the success of others by chalking their achievements up to chance Instead, self-made men throughout history have made their own way in life by reaching deep inside themselves and creating their own destiny While there are always many factors to success, all are subordinate to work, which is the greatest key to success Sadly, too many men today believe that lounging on the shore, waiting for their ship to come in, constitutes the best pathway to reaching their goals

3 In his rise from being the son of a candle maker to a legend among men, Benjamin Franklin became America's original self-made man Yet the concept really only took hold in American culture during the post- Civil War period The so-called Second Industrial Revolution was the result of new inventions quickly making men rich and famous, and factories that sprung from the ground, seemingly overnight While a young man's destiny had formerly been laid out for him practically at birth (he would follow his father into the family business) the possibility now existed to leave home and strike out for one's individual success

4 After the heyday of the self-made man, the concept took several hits During the 1920s, America was infatuated with the idea that a man's destiny and character were almost entirely determined by his DNA The idea of the self-made man was further weakened during the Great Depression, when men who had seemingly done all the right things saw their fortunes wiped Buffeted by grave external forces at that time, such as the fall of international cooperation leading to currency wars and protectionism, it was hard to retain faith in the idea that one's life remained in one's control

5 The modern age continued to assault our culture's belief in the self-made man Sociologists stressed the effect of poverty and culture in determining an individual's success, arguing that these factors greatly inhibited the rise of those beset by them American history textbooks supporting the angle of greater government intervention to level the playing field call the idea of the self-made man "a myth." Most recently, the immensely popular Malcolm Gladwell's new book, Outliers, posits that great achievement is largely the result of cultural background and good luck In addition, he found that highly successful people

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like Bill Gates, The Beatles, and professional athletes, scientists and artists, all had people in their lives who helped them get there

6 However, some people see the self-made man as being given new life by the rise of the internet The internet provides what the frontier of 19th century once did - a seemingly level playing field in which any man with enough pluck might make a fortune Men could now appeal directly to the masses Today, however, the watchwords are not hard work and persistence, instead, the new ideal is overnight success, the dream is to create the next Facebook or post the next viral video

7 While the popularity of the self-made man may have faded in recent times, it is worthy of being revived As African-American social reformer, Frederick Douglass said there is genuine heroism in the self-made man's struggle and glory in his triumph Every instance of such success is an example and help to humanity It enables people to take hold of the hardships of life, with higher hopes and a larger courage

Adapted from http //www artofmanliness com/2008/12/28/self-made-men/

- END OF INSERT -

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Name	Class	Register Number

1128/02

14/4P1/EL/2

ENGLISH LANGUAGE
PAPER 2

Wednesday **30 April 2014** **1 hour 50 minutes**

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL

Section A [5 marks]

Refer to the poster (Text 1) on page 2 for Questions 1-3

For Examiner's Use

1 In which **two** ways does the illustration highlight the headline of the poster?

(i) [1]

(ii) [1]

2 (i) What do Youth Expedition Project volunteers do at scenes of destruction?

[1]

(ii) What is expected of them when they return home?

[1]

3 Which sentence gives the main purpose of the poster?

[1]

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Section B [20 marks]

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

For Examiner's Use

4 What do the following descriptions in paragraph 2 suggest about the different perceptions of the hospital?

Description	Perception of the hospital
'glare of the theatre'	
'pastel blankets in the ward'	

[2]

5 Pick out a word or phrase in paragraph 5 which suggest

(i) an unimportant status [1]

(ii) a protected environment [1]

6 Pick **two** words from paragraph 5 that aptly depict the image of the writer's birthmark as formed by the dumping of liquid

[2]

7 'It makes the white of that eye look so lovely and clear' (line 26). Why do you think the writer considered his mother's comment 'idiotic but pardonable'?

[2]

8 (i) In paragraph 7, why was the writer's father's hatred for certain groups of people acceptable in his community?

[1]

(ii) What does the phrase 'uneasiness that could also amount to admiration' (lines 44-45) suggest about the people's reaction to his father's opinion?

[2]

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For Examiner's Use

9 'What does the phrase 'production like myself' (line 47) tell us about how the writer thinks his father perceives him?

[1]

10 'Eventually, I think, there may have been some sort of row about this, and then, sadly, she sat through my meal with me but ate with him' (lines 50-51) Suggest what the writer's mother was trying to accomplish

[1]

11 Explain how the writer was a 'blessing' when he contributed to his parents' 'ready-made quarrel' (lines 58-59)

[2]

12 According to paragraph 9, why did the writer assume that married couples were living harmoniously in his town?

[1]

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For Examiner's Use

13 The structure of the text reflects the writer's impression about his existence. Complete the flow chart by choosing one phrase from the box to summarise his view. There are some extra phrases in the box that you do not need to use

Phrases describing writer's impression about his existence

disruptive to family relations	embarrassed of self	bringing joy
serving a purpose	quietly accepted	rejected by his parents
	endowed with inner strength	

Flow chart

Paragraph 1-3 **(i)**

↓

Paragraph 4-5 **(ii)**

↓

Paragraph 8 **(iii)**

↓

Paragraph 9 **(iv)**

[4]

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Section C [25 marks]

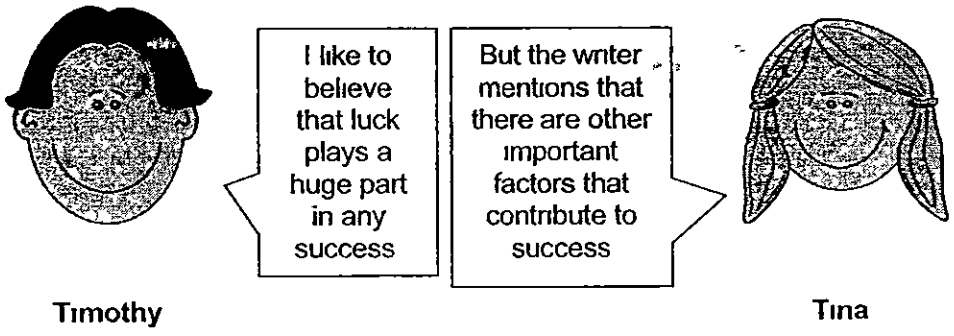
Refer to Text 3 on page 5 and 6 of the Insert for Questions 14 – 19

For Examiner's Use

14 According to paragraph 1, what is the mistake in society's perception of rise of the self-made man?

[1]

15 Here is a part of a conversation between two students, Timothy and Tina who have read the article



(i) Explain why Timothy feels this way, with reference to lines 10 to 12

[2]

(ii) Identify **two** examples from paragraph 2 that Tina can use to support her argument

[1]

16 What is suggested in lines 16 and 17 about people's attitude towards achieving success?

[1]

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For Examiner's Use

17 (i) According to paragraph 3, identify **two** factors that led to the Second Industrial Revolution

[1]

(ii) What was the effect of the Second Industrial Revolution on the mind-set of those who were pursuing success? **Answer in your own words**

[2]

18 With reference to paragraph 7, how does humanity benefit from the revival of the self-made man? **Answer in your own words**

[2]

19 **Using your own words as far as possible,** summarise the reasons for the rise and fall in the popularity of the self-made man

Use only information from paragraph 4 – 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)

The fall of the self-made man began in the 1920s with [15]

- END OF PAPER -

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Name	Class	Register Number

1128/02 **14/4P2/EL/2**

ENGLISH LANGUAGE
PAPER 2

Wednesday **30 JULY 2014** **1 hour 50 minutes**

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL

Section A

Text 1

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



OUR MISSION: TO SAVE SHARKS AND MANTAS

Shark Savers is dedicated to saving sharks and mantas through building awareness, education, and action.

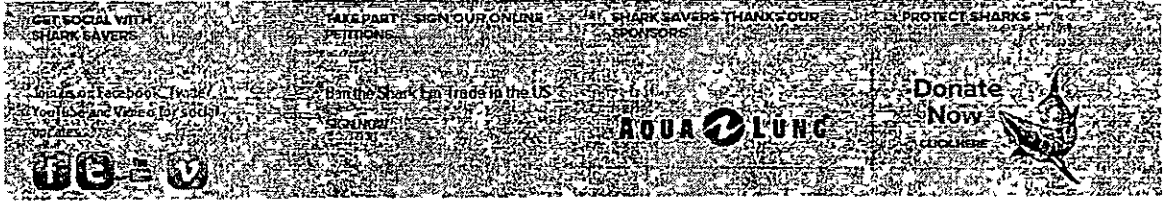
Founded in 2007 by divers with a shared passion our mission is to save the world s dwindling shark and manta populations. Today, more than 25,000 members from 99 nations share that passion

Focusing on action and results, Shark Savers' programs result in more protections for sharks and mantas, locally and globally By leveraging broad professional experience and ocean expertise, Shark Savers brings this important issue to the public in many compelling forms motivating people to stop consuming sharks and shark fin soup, working for the creation of shark sanctuaries and improved regulations, and empowering divers as advocates and citizen scientists for sharks.



I'm FINished With FINS—teaser video

Shark Savers' campaign to reduce consumption of shark fin soup is called "I'm FINished with FINS" Joined by hundreds of celebrities and community leaders and our partners National Geographic Channel, WildAid, and World Wildlife Foundation this new video is airing across Asia in 25 countries! Join our campaign, support us by pledging to not eat shark fin soup, share and promote this to friends and family!



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Section B

Text 2

The text below describes the experience of the English narrator, possibly Orwell himself, called upon to shoot an aggressive elephant while working as a police officer in Burma Read it carefully and answer Questions 5 – 17

1 Early one morning the sub-inspector at a police station rang me and said that a rampant elephant was ravaging the bazaar Would I please come and do something about it? I wanted to see what was happening and I got on to a pony and started out. I took my rifle, an old 44 Winchester and much too small to kill an elephant, but I thought the noise might scare it away

2 The Burmese sub-inspector and some Indian constables were waiting for me in the quarter where the elephant had been seen It was a labyrinth of squalid bamboo huts, winding all over a steep hillside We began questioning the people who said it had already destroyed somebody's bamboo hut, killed a cow and raided some fruit-stalls and devoured the stock Suddenly we saw an old woman coming round the corner of a hut, violently coaxing away a crowd of naked children I saw a man's dead body sprawling in the mud behind the hut He was an Indian coolie As soon as I saw the dead man I sent an orderly to borrow an elephant rifle

3 The orderly came back in a few minutes with a rifle and meanwhile some people told us that the elephant was in the paddy fields below, only a few hundred yards away As I started forward practically the whole population followed me They had seen the rifle and were all shouting that I was going to shoot the elephant It was a bit of fun to them, besides they wanted the meat. I had no intention of shooting the elephant — I had merely sent for the rifle to defend myself if necessary It is a serious matter to shoot a working elephant — it is comparable to destroying a huge and costly piece of machinery I watched him beating his bunch of grass against his knees, with that preoccupied grandmotherly air that elephants have

4 Suddenly I realized that I should have to shoot the elephant after all. The people expected it of me and I had got to do it, I could feel their two thousand wills pressing me forward, irresistibly. Here was I, the white man seemingly the leading actor of the piece, but in reality I was only an absurd puppet pushed to and fro by the will of those yellow faces behind I had committed myself to doing killing it when I sent for the rifle A sahib has got to appear resolute, to know his own mind and do definite things To come all that way, rifle in hand, and then to trail feebly away, having done nothing — no, that was impossible The crowd would laugh at me And my whole life, every white man's life in the East, was one long struggle not to be laughed at

5 I shoved the cartridges into the magazine and lay down on the road to get a better aim The crowd grew very still, and a deep, low, happy sigh, as of people who see the theatre curtain go up at last When I pulled the trigger I did not hear the bang or feel the kick — one never does when a shot goes home — but I heard the devilish roar of glee that went up from the crowd In the end I could not stand it any longer and went away. I heard later that it took him half an hour to die Burmans were bringing dash and baskets even before I left, and I was told they had stripped his body almost to the bones by the afternoon

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6 Afterwards, of course, there were endless discussions about the shooting of the elephant The owner was furious, but legally I had done the right thing, for a mad elephant has to be killed, like a mad dog. Among the Europeans opinion was divided. The older men said I was right, the younger men said it was a shame to shoot an elephant for killing a coolie. I was very glad that the coolie had been killed It gave me a sufficient pretext for shooting the elephant. I wondered whether anybody knew that I had done it solely to avoid looking a fool

Adapted from Shooting an Elephant by George Orwell

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Section C

Text 3

The article below is below is by a journalist who explores the notion of importing foreign talent is not unique to Singapore Read it carefully and answer Questions 18 – 23 in the Question Paper

1 The use of foreign workers - or "guest" workers as they are sometimes more gingerly referred to - is well-established and far more widespread than many people realise The organised, regulated importation of labour started only in the late 19th century, when borders between nations began to be stringently policed and immigration controls were introduced Unsurprisingly, the first large-scale guest-worker schemes were conceived in Europe and North America, the world's wealthiest regions then

2 In a pioneering scheme launched in 1945, France began importing Italians, Spaniards and Portuguese to compensate for its population shortfall as a result of two world wars They came [redacted] The French scheme was soon followed by the German programme which invented the concept of the "Gastarbeiter", or guest workers The first Gastarbeiter were recruited from Italy and Turkey About six million people came this way, about four million of them Turks Both schemes are remembered in Europe as failures The French programme was meant to confine the task of recruiting workers to the respective governments but, in practice, French employers imported their workers directly, and illegally, officials subsequently legalised these immigrants during the 1960s without ever getting to grips with the scheme And the Turkish "guests" who were meant to be in Germany on a temporary basis decided to stay put, as it turned out

3 But what Europe abandoned, other parts of the world took up from the late 1970s, oil-rich Middle Eastern nations and newly industrialised countries in Asia launched their own foreign-worker schemes Most of these arrangements tried to avoid the mistakes committed by the Europeans, especially by making sure that foreign-labour programmes did not end up as ill-disguised immigration schemes

4 Still, the reason such foreign-worker schemes continue to spread is that they make economic sense Industries such as construction, mining, agriculture and services can survive only by either paying prohibitively high salaries to locals, or by importing people willing to perform the so-called "3D jobs" those which are dirty, difficult and dangerous Foreign labour is a matter of necessity South Korea and Japan were eager to defend the ethnically homogeneous character of their nations by pretending that they did not need foreign-worker schemes Both, however, ended up importing labour through the back door, usually under the pretence of offering "apprenticeships" The results were high labour prices in the services industries, widespread shortages of workers and literally millions of illegal or undocumented migrants, the worst of all worlds

5 The moral of the story is that regulating the importation of foreign workers is not only a more honest way of dealing with inevitable labour shortages, but also the only way of offering these workers effective protection For while nothing justifies dawn-to-dusk work and miserable housing conditions for foreign workers, it is also a fact that, at least for some of the workers from the world's poorest states, the dorms in which they live in places such as the Middle East are better than the ones they have back home And it is also a fact that, as back-breaking as

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some of their jobs are, they are still better than no job at all

6 Anything that artificially raises the price of labour - which is what NGOs effectively demand when they put forward proposals for extra free time and better working conditions for foreign labourers - will ultimately curb demand for this labour And the first to lose their jobs will be the least skilled, precisely the people intervention is supposed to help

7 This does not mean that no improvements should be considered Recreational opportunities, particularly for single young males, need to be improved everywhere. Caps on the size of commissions charged by financial intermediaries who handle the remittances of foreign workers are required, particularly in the Middle East, where they can whittle away the workers' hard-earned money The fees charged by the labour agencies recruiting workers also need looking into Notwithstanding all the problems which they generate, foreign-labour schemes still amount to the largest and most sustained transfer of resources, empowering millions of people who otherwise would have no prospects

Jonathan Eyal, The Straits Times Tuesday, Dec 17, 2013

- END OF INSERT -

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Section A [5 marks]

Refer to the poster (Text 1) on page 2 for Questions 1-4

For Examiner's Use

1 In what way does the main illustration next to the heading **I'm FINished** highlight the message of the webpage?

[2]

2 What is the intended effect of using celebrities and community leaders in the teaser video?

[1]

3 In the section **Our Mission: To Save Sharks and Mantas**, what can the general public do to support the campaign?

[1]

4 Based on the shaded portion at the bottom of the webpage, what can a reader do to find out more information about the campaign?

[1]

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Section B [20 marks]

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

For Examiner's Use

5 Find a word or phrase in paragraph 1 which suggests a lack of control

[1]

6 In paragraph 2 the old woman was 'violently coaxing away a crowd of naked children' What is unusual but appropriate about the action of 'violently coaxing'?

[2]

7 'I had merely sent for the rifle to defend myself if necessary' (line 20) What does this tell us about the writer's state of mind?

[1]

8 'It is a serious matter to shoot a working elephant – it is comparable to destroying a huge and costly piece of machinery' (lines 20-21) Suggest the similarities between both objects

[2]

9 The elephant is described as having a 'preoccupied grandmotherly air' (line 23) What does this description suggest about how the elephant appears to the writer?

[1]

10 What does the phrase 'two thousand wills pressing (me) forward, irresistibly' (line 26-27) tell us about the Burmese villagers' reaction to the possible confrontation?

[1]

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For Examiner's Use

11 In paragraph 4, we are told that the writer had little choice but to shoot the elephant Give two reasons why he felt he needed to do this

[2]

12 The writer describes himself as ' the white man seemingly the lead actor of the piece, but in reality I was only an absurd puppet' (lines 28-29) Explain fully the irony he is facing

[2]

13 The crowd is described ' as of people who see the theatre curtain go up at last' (lines 36 - 37) What does the phrase tell us about the feeling of the crowd at that moment?

[1]

14 'I could not stand it any longer' (line 39) Besides the death of the elephant, what else does 'it' refer to?

[1]

15 In paragraph 6, why do you think the writer compares killing the elephant to the killing of a mad dog?

[1]

16 'It was a shame to shoot an elephant for killing a coolie' (lines 46-47) What is odd about the younger men's attitude towards the killing of the elephant?

[1]

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For Examiner's Use

17 The structure of the text reflects the various feelings experienced by the writer when face with the task of shooting an elephant Complete the flow chart by choosing one word from the box to represent 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.

Words describing feelings

Shock	Pain	Curious
Helpless	Sadness	Rejection
	Fear	

Flow chart

Paragraph 1 **(i)** . .

↓

Paragraph 2 **(ii)**

↓

Paragraph 3-4 **(iii)** . .

↓

Paragraph 5 **(iv)** . .

[4]

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Section C [25 marks]

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

For Examiner's Use

18 What does the phrase 'in droves' (line 10) tell us about the arrival of the foreign workers?

[2]

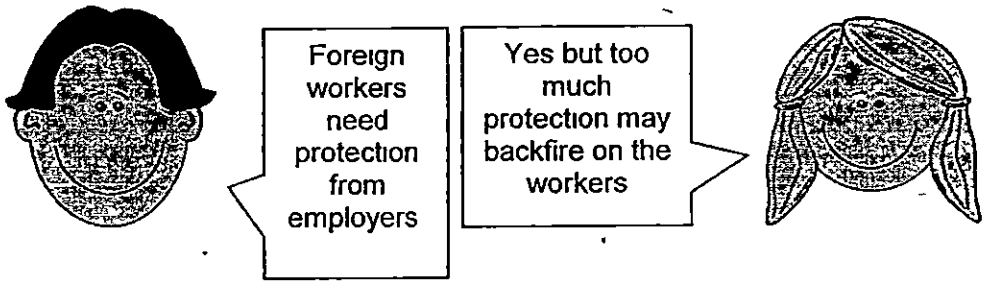
19 From paragraph 2, why were both the French and German schemes of recruiting workers considered failures?

[1]

20 What attitude to foreign labour is suggested in lines 30-31?

[1]

21 Here is a part of a conversation between two students, Timothy and Tiffany who have read the article



Timothy **Tiffany**

(i) Identify **two** examples where workers are exploited from paragraph 6 that Timothy can use to support his argument

[2]

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For Examiner's Use

(ii) Explain how Tiffany would justify her position with reference to paragraph 6 **Answer in your own words.**

[2]

22 With reference to paragraph 7, how can the lives of foreign workers be improved? **Answer in your own words.**

[2]

23 **Using your own words as far as possible,** summarise the benefits of foreign worker schemes

Use only information from paragraphs 4, 5 and 7.

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

The growing popularity of foreign labour schemes is due to [15]

- END OF PAPER -

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Class	Register Number

Name _____

1128/02

14/4P1/EL/2

ENGLISH LANGUAGE
PAPER 2

Wednesday **30 April 2014** **1 HR 50 MIN**

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VICTORIA SCHOOL
PRELIMINARY EXAMINATION ONE
(SECONDARY FOUR)

INSTRUCTIO

Write your nam ...tion Booklet
Write your ans
Do not use sta

Read the Inser
Answer **all** que

Teacher's Copy

Write your answer for the summary question on the **Writing Paper** provided

The Question Booklet will be collected **separately** from the summary
The number of marks is given in brackets [ ] at the end of each question or part question

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

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This Question Booklet consists of 7 printed pages **including** the cover page

[Turn Over]

Setters Mr Raphael Ong and Ms Quan Cher Lee

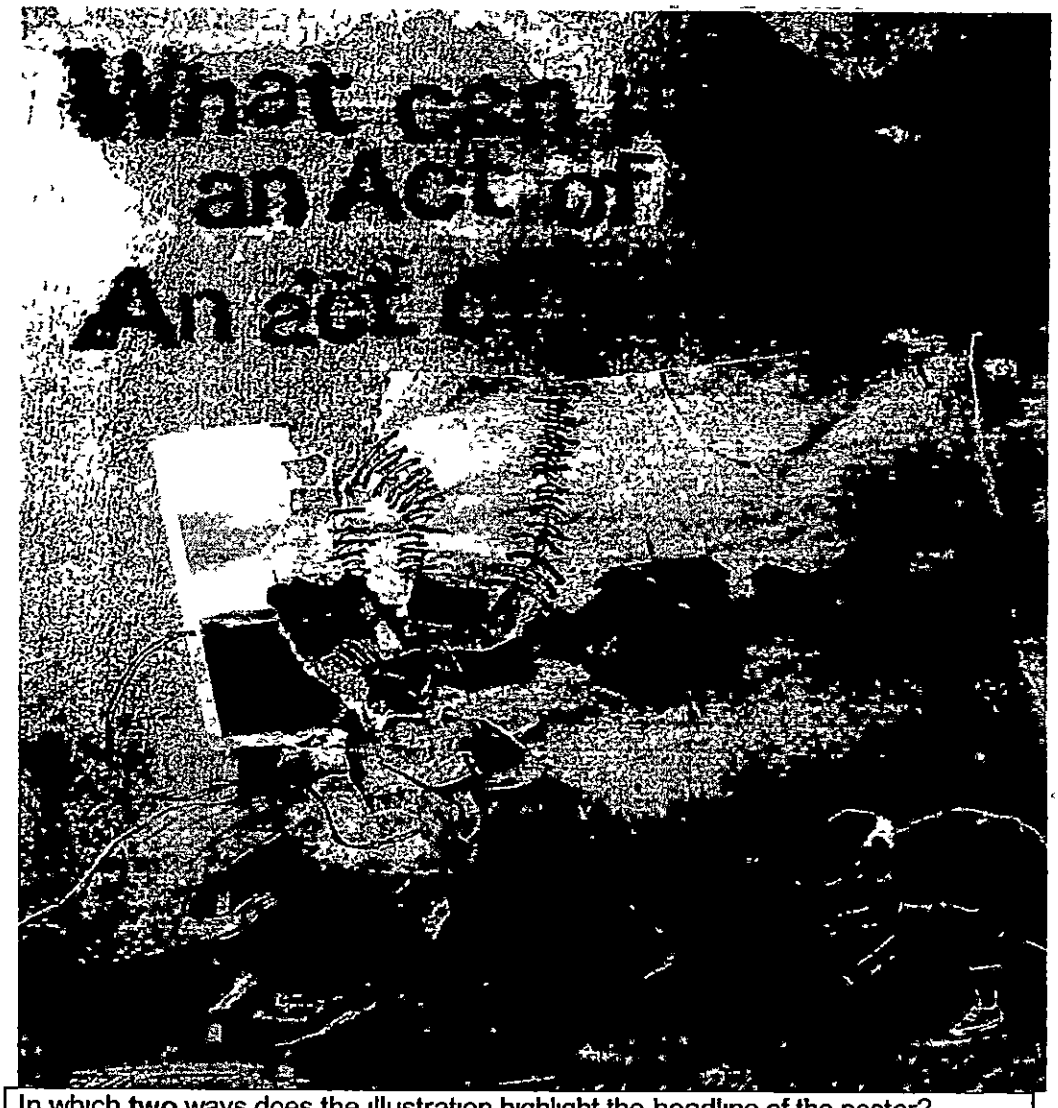
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Section A [5 marks]

Refer to the poster (Text 1) on page 2 for Questions 1-3

For Examiner's Use

1



In which **two** ways does the illustration highlight the headline of the poster?

(i) City devastated by a flood/ tsunami <u>natural</u> disaster (Act of God) [1]

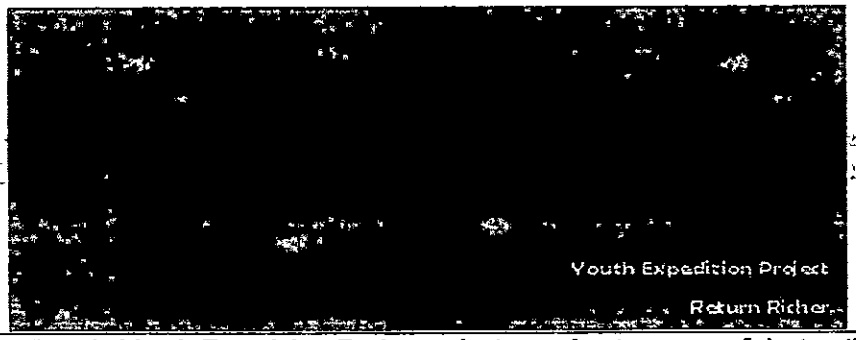
(ii) <u>Boy/ Hands</u> trying to repair the damage (Act of Man) [1]
X boy hammering/hand stitching a torn picture

Remarks: Remarks· Answers (i) and (ii) are repetitive.
For example. person <u>stitching a torn picture</u>/ boy is <u>hammering something to build something in a destroyed village</u>

<u>The answer above gets only ONE mark.</u>

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2



(i) What do Youth Expedition Project volunteers do at scenes of destruction?

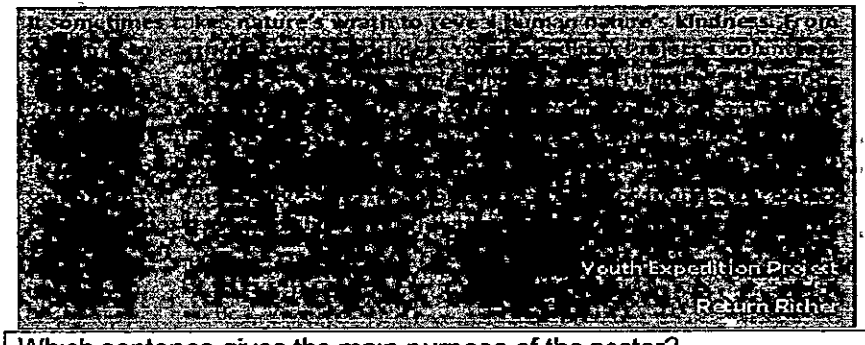
Reconstruct villages [1]

(ii) What is expected of them when they return home?

Help shape the next generation of volunteers [1]

Remarks: Many students paraphrase the answer or explain how to shape the volunteers. Students should be encouraged to use own words as precisely as possible.

3



Which sentence gives the main purpose of the poster?

If you are 17-35, gather your troops of 14 or more and contact us [1]

Remarks: Take care that your answer is a sentence or ONE sentence and not two.

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Section B [20 marks]

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

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4 In those days, they did not let fathers into the glare of the theatre where babies were born, or into the room where the women about to give birth were stifling their cries or suffering aloud Fathers laid eyes on the mothers only once they were cleaned up and conscious and tucked under pastel blankets in the ward or in semi-private or private rooms

What do the following descriptions in paragraph 2 suggest about the atmosphere of the hospital?

Description	Atmosphere of the hospital
'glare of the theatre'	**Uncomfortable/ Harsh/ Intimidating**
'pastel blankets in the ward'	**Calm/ Soothing**

[2]

Remarks· Remarks: Students should use ONE word, not list two or three words as the answer, hoping the marker will pick the right word and give the mark

5 My birthmark was not red but purple Dark in my infancy and early childhood, fading somewhat as I got older, but never fading to a state of inconsequence, never ceasing to be the first thing people noticed about me, head on, never ceasing to shock those who had come at me from the left side I look as if someone had dumped grape juice on me, a big, serious splash that turns into droplets only when it reaches my neck Though it does skirt my nose pretty well, after dousing one eyelid "It makes the white of that eye look so lovely and clear" was one of the idiotic but pardonable things my mother would say, in the hope of helping me to admire myself And an odd thing happened Sheltered as I was, I almost believed her

Pick out a word or phrase in paragraph 5 which suggest

(i) an unimportant status **(a state of) inconsequence** [1]

(ii) a protected environment **sheltered** [1]

Remarks: Remarks: Take care that the right word (S) is chosen to reflect the meaning Other words are irrelevant.

6 My birthmark was not red but purple Dark in my infancy and early childhood, fading somewhat as I got older, but never fading to a state of inconsequence, never ceasing to be the first thing people noticed about me, head on, never ceasing to shock those who had come at me from the left side I look as if someone had dumped grape juice on me, a big, serious splash that turns into droplets only when it reaches my neck Though it does skirt my nose pretty well, after dousing one eyelid "It makes the white of that eye look so lovely and clear" was one of the idiotic but pardonable things my mother would say, in the hope of helping me to admire myself And an odd thing happened Sheltered as I was, I almost believed her

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Pick **two** words from paragraph 5 that aptly depicts the image of the writer's birthmark as formed by the dumping of liquid

Splash and dousing

Remarks: Take care that the right word (S) is chosen to reflect the meaning Other words are irrelevant, making answer incorrect

[2]

7 My birthmark was not red but purple Dark in my infancy and early childhood, fading somewhat as I got older, but never fading to a state of inconsequence, never ceasing to be the first thing people noticed about me, head on, never ceasing to shock those who had come at me from the left side I look as if someone had dumped grape juice on me, a big, serious splash that turns into droplets only when it reaches my neck Though it does skirt my nose pretty well, after dousing one eyelid "It makes the white of that eye look so lovely and clear" was one of the idiotic but pardonable things my mother would say, in the hope of helping me to admire myself And an odd thing happened Sheltered as I was, I almost believed her

'It makes the white of that eye look so lovely and clear' (line 26) Why do you think the writer considered his mother's comment 'idiotic but pardonable'?

Idiotic- No one will notice the white due to his distracting birth mark/ it's not true that the birthmark will accentuate the eye / it is clearly a ridiculous remark that is untrue

Pardonable Mother is trying to comfort him/ make him feel better

Remarks A good answer will match the parts of the answer respectively to "idiotic" and "pardonable"

[2]

8 He hated and despised certain foods, makes of automobiles, music, manners of speech and modes of dress, radio comedians, and, later on, television personalities, along with the usual assortment of races and classes it was customary to hate and despise in his day (though perhaps not as thoroughly as he did) In fact, most of his opinions would have found little opposition in our town, among his sailing companions or his old fraternity brothers It was his vehemence, I think, that brought out an uneasiness that could also amount to admiration Calls a spade a spade That was what was said of him

(i) In paragraph 7, why was the writer's father's hatred for certain groups of people acceptable in his community?

It was customary to hate and despise in his day

(x) The writer's father was popular / he had gone to a good college, was a good golfer and sailor
(x) The people in his community accepted his opinion [this answer merely states the given in the question]

Remarks

[1]

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(ii) What does the phrase 'uneasiness that could also amount to admiration' (lines 44-45) suggest about the people's reaction to his father's opinion?

Phrase	People's reaction
Uneasiness	**Uncomfortable / they did not like it that he was so vehement, forceful in his views (x) scared/ afraid of him / did not agree with him /**
Could also amount to admiration	**Respected him/ were in awe/ held in high esteem / held his views in high regard (x) looked up to his status in the community [it should be about this opinion]**

[2]

(x) The people were at first uncomfortable with him, but later respect him [no evidence in the passage that time has anything to do with their opinions of the writer's father's opinion
(x) some liked his opinions, some did not

Remarks·

For Examiner's Use

9 Of course, a production like myself was an insult that he had to face every time he opened his own door

What does the phrase 'production like myself' (line 47) tell us about how the writer thinks his father perceives him?

As an object/ a manufactured goopd / not of his flesh and blood / not human

(x) father dislikes / despise / hate him [unless students explain by making reference to the given word, "production", that the writer was not considered a human being but merely an inanimate item] (x) bad movie / film [not the meaning of "production" here]

Remarks: Students should try not to use any variation of the given word "production' in their answers.

[1]

10 My mother ate those meals with me and part of her dinner also, the rest with him Eventually, I think, there there may have been some sort of row about this, and then, sadly, she sat through my meal with me but ate with him. It is clear that I did not contribute to a comfortable marriage

'Eventually, I think, there may have been some sort of row about this, and then, sadly, she sat through my meal with me but ate with him' (lines 50-51) Suggest what the writer's mother was trying to accomplish?

Appease her husband without completely abandoning her son

[1]

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Remarks: Students' answer must address not just what the mother tries to achieve where her husband was concerned, but why she bothers to spend time with her son too.

11 What I seem to be saying, I guess, is that I may have been a pretext, a blessing even, in that I furnished them with a ready-made quarrel, an insoluble problem that threw them back into their natural differences, where they may, in fact, have been more at ease

Explain how the writer was a 'blessing' when he contributed to his parents' 'ready-made quarrel' (lines 58-59)

Provided them a reason to argue
Parents were never right for each other/ compatible

[2]

The writer made them more at ease as he threw them back to their natural differences which they were more at ease with

Acceptable to just lift: He "furnished them with a ready-made quarrel, an insoluble problem that threw them back into their natural differences, where they may, in fact, have been more at ease "

Remarks: What MUST be in students' answers is that in being the reason for his parents' quarrel, the writer make things more comfortable / natural for his parents

12 In all my years in our town, I encountered no one who was divorced, so it may be taken for granted that there were other couples living separate lives in one house, other men and women who had accepted the fact that there were words or acts that could never be forgiven, barriers between them never to be washed away

According to paragraph 9, why did the writer assume that married couples were living harmoniously in his town?

Evidence: "In all my years in our town, I encountered no one was divorced" suggests that he has not encountered anyone whose marriage has broken down and they had to separate

[1]

(x) there was no divorce in the writer's town [we do not know this; the writer just did see any]

Remarks

For Examiner's Use

13 The structure of the text reflects the writer's impression about his existence. Complete the flow chart by choosing one phrase from the box to summarise his view There are some extra phrases in the box that you do not need to use

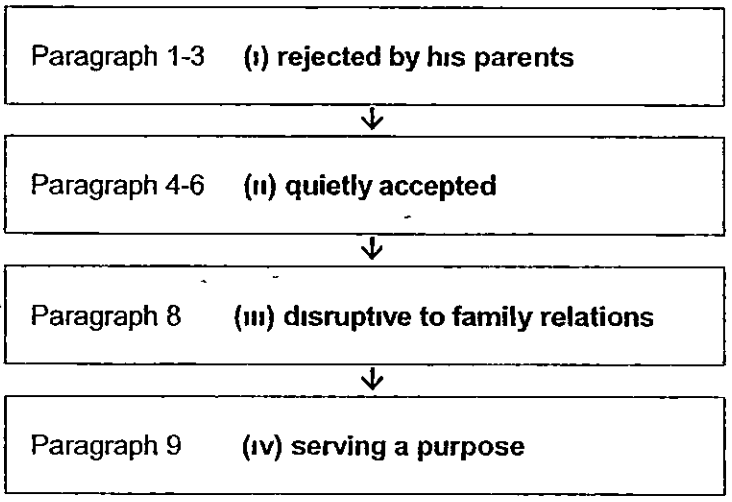
Phrases describing writer's impression about his existence

disruptive to family relations	Embarrassed of self	bringing joy

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serving a purpose	quietly accepted	rejected by his parents
	endowed with inner strength	

Flow chart



[4]

Remarks: The commonest mistake was with answer (ii) which many students erroneously take to be "embarrassed of self" [which is but only a part of what is depicted in paragraphs 4 – 6; the paragraphs in part portrayed the writer's embarrassment of himself but more predominantly, focused on the ways in which he saw his mother and father quietly acknowledging his existence]

For some strange reason, a fair number of students wrote the incomplete "rejected" instead of the entire given phrase "rejected by his parents" in box 1

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Section C [25 marks]

Refer to Text 3 on page 5 and 6 of the Insert for Questions 14 – 19

For Examiner's Use

14 The self-made man often has to overcome great obstacles to achieve his goals Self-made men attain their success through education, hard work, and sheer willpower While no man is an island, it is not external help or special relationships that make the crucial difference in the self-made man's rise

According to paragraph 1, what is the mistake in society's perception of rise of the self-made man?

External help or special relationships that make the crucial difference [1]

Remarks.

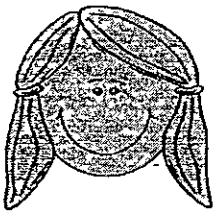
15 Nor is luck the deciding factor Society loves the story of a man whose success came to him largely by chance, from an opportunity dropped from the sky above Such stories allow unsuccessful men to excuse their failure as due to unavoidable bad luck and dement the success of others by chalking their achievements up to chance Instead, self-made men throughout history have made their own way in life by reaching deep inside themselves and creating their own destiny While there are always many factors to success, all are subordinate to work, which is the greatest key to success Sadly, too many men today believe that lounging on the shore, waiting for their ship to come in, constitutes the best pathway to reaching their goals

Here is a part of a conversation between two students, Timothy and Tina who have read the article



I like to believe that luck plays a huge part in any success

But the writer mentions that there are other important factors that contribute to success



Timothy **Tina**

(i) Explain why Timothy feels this way, with reference to lines 10 to 12

Excuse failure as due to unavoidable bad luck/ chalking their achievements up to chance	
Demerit the success of others	

[2]

Remarks: Students had no problem with the first reason but quite a number did not have second reason- 'demerit the success of others'.

(ii) Identify **two** examples from paragraph 2 that Tina can use to support her argument

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Creating their own destiny and work **Remarks: Tendency was to quote the whole line instead of the specific example.**

[1]

16 Sadly, too many men today believe that lounging on the shore, waiting for their ship to come in, constitutes the best pathway to reaching their goals

What is suggested in line 16 and 17 about people's attitude towards achieving success?

Laziness/ complacent **Remarks Very few had 'complacent' in their answer. Alternative answers accepted were. People feel success is achieved without effort / People are not proactive and do not strive for success.'**

[1]

17 The so-called Second Industrial Revolution was the result of new inventions quickly making men rich and famous, and factories that sprung from the ground, seemingly overnight. While a young man's destiny had formerly been laid out for him practically at birth (he would follow his father into the family business) the possibility now existed to leave home and strike out for one's individual success

(i) According to paragraph 3, identify two factors that led to the Second Industrial Revolution

New inventions made men rich and famous and factories sprung from the ground **Remarks**

[1]

For Examiner's Use

(ii) What was the effect of the Second Industrial Revolution on the mind-set of those who were pursuing success? **Answer in your own words.**

(1) **Possibility** now existed to (2) **leave home**	(1) **Possibility A chance** (2) **Leave home. independently/ to start initiatives**
(3) **Strike out** for one's (2) **individual success**	(1) **Strike out: strive for/ work for** (2) **Individual success: own prosperity**

Remarks

[2]

18 Every instance of such success is an example and help to humanity It enables people to take hold of the hardships of life, with higher hopes and a larger courage

With reference to paragraph 7, how does humanity benefit from the revival of the self-made man? **Answer in your own words.**

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(1) Take hold of the (2) hardships of life	(1) Take hold. Face/ Approach/ Come to terms with (2) Hardships of life. struggles/ problems encountered
With (1) higher hopes and a (2) larger courage	(1) Higher hopes: With optimism/ positive attitude (2) Larger courage: confidence/ bravery

[2]

Remarks Remarks: This question was poorly done. Students failed to identify relevant answer in the passage before paraphrasing. Key words were not paraphrased e g for 'individual success' only' individual' was paraphrased and 'success' was not paraphrased.

19 **Using your own words as far as possible,** summarise the reasons for the rise and fall in the popularity of the self-made man

Use only information from paragraph 4 – 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)

The fall of the self-made man began in the 1920s with [15]

1	determined by his DNA	controlled by his DNA
2	Great Depression when men who had seemingly done all the right things saw their fortunes wiped	Great Depression when men who had seemingly done everything the correct way saw their riches erased
3	Buffeted by grave external forces Or fall of international cooperation leading to currency wars and protectionism	Attacked by serious international factors Or collapse of international collaboration resulting in currency wars and protectionism
5	Modern age, sociologists stressed the effect of poverty and culture in determining an individual's success	Modern age, sociologists emphasized the consequence of poverty and culture in influencing an individual's achievements
6	American history textbooks... call the idea of the self-made man "a myth."	American history textbooks. regard the idea of the self-made man "a myth."
7	Malcolm Gladwell's OR Outliers, posits that great achievement is largely the result of cultural background and good luck	Malcolm Gladwell's OR Outliers, suggests that great success is largely the product of cultural upbringing and good fortune
8	(Malcolm Gladwell's OR Outliers) had people in their lives who helped them	(Malcolm Gladwell's OR Outliers) had people in their lives who aided them

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9	**rise of the internet**	**popularity of the internet**
10	The **internet** provides. a seemingly **level playing field**	The **internet** provides a seemingly **equal playing field**
11	**(Internet)** Men could now **appeal directly to the masses**	**(Internet)** Men could now **reach the general public**

Remarks: Intensifiers should not be taken out. Since the summary question is asking you for reasons, it is not enough to simply list the cause, students must attribute the points to individuals/ events.

Key to Summary Marking Scheme

BOLD words – essence of each point

UNDERLINED words – words that must be REWORDED to get Style mark

No of Points reworded (Maximum of 8 points)	Marks awarded for Style
[illegible]	1m-2m
[illegible]	2m-3m
[illegible]	3m-4m
[illegible]	4m-5m
[illegible]	5m-6m
5 and above	5m-7m

Students may be penalised if there are grammatical errors in the answer

- END OF PAPER -

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Section A [5 marks]

Refer to the poster (Text 1) on page 2 for Questions 1-4			For Examiner's Use
1	In what way does the main illustration next to the heading **I'm FINished** highlight the message of the webpage?		
	<table><tr><td>Describe Action</td><td>Reason</td></tr><tr><td>Covering his mouth (1m)</td><td>Shows that he will not consume sharks (1m)</td></tr></table>	[2]	
	Comments Students deconstructed the heading rather than refer to the image		
2	What is the intended effect of using celebrities and community leaders in the teaser video?		
	Influence/ Role models/ large following OR Add credibility to the cause	[1]	
	Comments Should focus on what celebrities and community leaders provide to any campaign		
3	In the section **Our Mission. To Save Sharks and Mantas**, what can the general public do to support the campaign?		
	Stop consuming sharks and shark fin soup	[1]	
	Comments Careless errors where students included things that professionals with expertise could only do		
4	Based on the shaded potion at the bottom of the webpage, what can a reader do to find out more information about the campaign?		
	Join Shark Savers on Facebook, Twitter, Youtube and Vimeo for social updates	[1]	
	Comments Either social media sites or all of the above		

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Section B [20 marks]

Refer to Text 2 on page 3 and 4 of the Insert for Questions 5 – 17.			For Examiner's Use
5	Find a word or phrase in paragraph 1 which suggests a lack of control		
	Rampant	[1]	
	Comments no issue		
6	In paragraph 2 the old woman was 'violently coaxing away a crowd of naked children' What is unusual but appropriate about the action of 'violently coaxing?		
	Unusual Both words represent opposing types of actions (violently is an aggressive motion VS coaxing is a gentle persuasion) OR Unusual as treatment and interaction with children often has a gentle quality (link between violence and children needs to be established) Appropriate Old woman was in a rush to prevent the children from seeing the dead body	[2]	
	Comments		
7	'I had merely sent for the rifle to defend myself if necessary' (line 20) What does this tell us about the writer's state of mind?		
	Reluctant/ hesitant to kill the elephant	[1]	
	Comments State of mind is the key phrase		
8	'It is a serious matter to shoot a working elephant – it is comparable to destroying a huge and costly piece of machinery' (lines 20-21) Suggest the similarities between both objects		
	Quote / Concept / Answer		

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	Huge	Size	Both were large	[2]	
	Piece of machinery	Usefulness	Both were essential and assisted villages in completing tasks		
	Costly	Expensive			
	Comments. Should not use words that are already contained in the question				
9	The elephant is described as having a 'preoccupied grandmotherly air' (line 23). What does this description suggest about how the elephant appears to the writer?				
	Peaceful, not threatening or violent			[1]	
	Comments· Must take description as a whole				
10	What does the phrase 'two thousand wills pressing (me) forward, irresistibly' (line 26-27) tell us about the Burmese villagers' reaction to the possible confrontation?				
	Eagerly anticipating/ looking forward to			[1]	
	Comments No issue				
					For Examiner's Use
11	In paragraph 4, we are told that the writer had little choice but to shoot the elephant Give two reasons why he felt he needed to do this.				
	The people expected him to do it / He was pressurized to do it by the people (1 mark) He did not want to be laughed at/ be ridiculed / be a laughing stock / mocked (1 mark)			[2]	
	Comments- Answer must show that the people expected him to kill the elephant and reason for no choice must be that he did not want to be laughed at [Degree of humiliation must be shown i e laughed at / ridiculed / mocked / made a laughing stock. Hence X embarassed X humiliated (**by itself**) are not acceptable				
12	The writer describes himself as ' the white man seemingly the lead actor of the piece; but in reality I was only an absurd puppet' (lines 28-29) Explain fully the irony he is facing				

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	Expected He had an official position and was given the authority to lead / make decisions (1 mark) Actuality He had no choice but to do what the villagers / Burmese expected of him (1 mark)	[2]	
	Comments Irony must show how he seemed to be leading / be in control and yet in reality, he was led / controlled by the villagers X He was controlled (**by itself**) is not acceptable **[Ambiguous]**		
13	The crowd is described ' as of people who see the theatre curtain go up at last' (lines 36 - 37) What does the phrase tell us about the feeling of the crowd at that moment?		
	They were excited / jubilant / eager / in anticipation / expectant / exhilarated / thrilled / full of anticipation and excited X relieved X satisfied X anxious X heaved a sigh of relief X elated X pleased X extremely delighted	[1]	
	Comment Feeling of crowd is one of anticipation and excitement		
14	'I could not stand it any longer' (line 39) Besides the death of the elephant, what else does 'it' refer to?		
	Roar of glee that went up from the crowd / sadistic glee / celebrations / noises of joy and happiness / cheering of crowd before the elephant was killed / elation of the crowd before the elephant was killed X waiting to protect pride and dignity X attention from Burmese villagers /	[1]	
	Comments It refers to the crowd's cheering and happiness before the elephant was killed		
15	In paragraph 6, why do you think the writer compares killing the mad elephant to the killing of a mad dog?		
	Any ONE of the following 1 To justify his actions 2 To justify his actions as killing a dog is seemingly a more common occurrence (and so killing a rampant elephant is an acceptable practice) 3 To show that as the mad elephant had harmed humans like a mad dog, it was acceptable to kill it / put it down / it deserved to die.	[1]	
	Comments The answer to the question is to justify his actions OR to fully explain what the elephant did to deserve to die like a mad dog In the second answer, mention should be made of the CAUSE (both mad dog and mad elephant harm humans) and the EFFECT (and so both should be killed)		

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16	'It was a shame to shoot an elephant for killing a coolie' (lines 46-47) What is odd about the younger men's attitude towards the killing of the elephant?		
	They **valued the life of an animal the same / more than that/ the life of a man** **OR** It is odd that the value of the life of an elephant which is related to an animal is even compared to the value of the coolie's life which is related to a human being Comments: The thing that is odd about the younger men's attitude towards the killing of the elephant is the way the young man compares and **values the life of the elephant to be worth more than the life of the coolie.** **X** The elephant is valued more than the coolie is **WRONG** as it could suggest that the elephant is valued for its strength which is greater than a human's	[1]	
			For Examiner's Use
17	The structure of the text reflects the various feelings experienced by the writer when face with the task of shooting an elephant. Complete the flow chart by choosing one word from the box to represent 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 **Words describing feelings** Shock / Pain / Curious / Helpless / Sadness / Rejection / Fear **Flow chart** Paragraph 1 **(i) Curious** ↓ Paragraph 2 **(ii) Fear** ↓ Paragraph 3-4 **(iii) Helpless** ↓ Paragraph 5 **(iv) Sadness**		

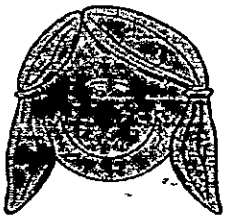
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		[4]	
	Comments		

Section C [25 marks]

	Refer to Text 3 on page 5 and 6 of the Insert for Questions 18 – 23		For Examiner's Use
18	What does the phrase 'in droves' (line 10) tell us about the arrival of the foreign workers?		
	<table><tr><th>Concept</th><th>Concept</th></tr><tr><td>Numbers</td><td><u>In great numbers</u></td></tr><tr><td>Way they arrived</td><td><u>In groups</u> OR <u>at the same time</u></td></tr></table> X quickly	[2]	
	Comments		
19	From paragraph 2, why were both the French and German schemes of recruiting workers considered as failures?		
	The workers from both countries ended up <u>staying permanently</u>	[1]	
	Comments		
20	What attitude to foreign labour is suggested in lines 30-31?		

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	Not receptive/ unwelcoming/ rejected/ unsupportive **looked down/ inferior thing to have** X negative (vague) X arrogant/shameful/embarrassment X unnecessary Xdisgust(too strong)	[1]	
	Comments		
21	Here is a part of a conversation between two students, Timothy and Tiffany who have read the article		
	 Foreign workers need protection from employers Yes but too much protection may backfire on the workers  **Timothy** **Tiffany**		
	(i) Identify **two** examples where workers are exploited from paragraph 6 that Timothy can use to support his argument		
	Work long hours or **did not have free time/** work all-day/ work from dusk to dawn (1 mark) **Bad working conditions** (1 mark) X poor housing conditions (taking answer from the wrong paragraph!!) **X There are proposals for extra free time and better working conditions (Not answering the question!)**	[2]	
	Comments		
			For Examiner's Use
	(ii) Explain how Tiffany would justify her position with reference to lines **Answer in your own words.**		
	From Text / Reworded	[2]	

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	(1) Raising the (2) price of (3) labour (cause)	(1) **Increasing** the (2) **cost** of (3) **employing foreign workers** **Became more expensive** to hire workers	2/3 for 1 mark		
	will (1) result in the workers (2) losing their (3) jobs (effect)	will (1) **cause** the workers (2) + (3) **dismissed/ laid-off/ retrenched/ unemployed/ fired** X jobless (same root word)	2/3 for 1 mark		
	Comments				
22	With reference to paragraph 7, how can the lives of foreign workers be improved? **Answer in your own words**				
				[2]	

From Text	Reworded	
(1) Recreational (2) opportunities need to be (3) improved	(1) **Leisure** (2) **facilities** need to be (3) **upgraded/developed** **More leisure activities**	2/3 for 1 mark
(1) Caps on the size of (2) commissions (3) charged by financial intermediaries	(1) **Limits/restrictions** on the amount of (2) **fees/money** (3) **required** by financial intermediaries	2/3 for 1 mark
(1) Fees (2) charged by the labour agencies need (3) looking into	(1) **Charges/Amount of money** (2) **required/imposed** by the labour agencies need (3) **to be amended/reduced/ reviewed/lowered/ checked/decreased**	2/3 for 1 mark

	Comments		
23	**Using your own words as far as possible,** summarise the benefits of foreign worker schemes **Use only information from paragraph 4, 5 and 7.** Your summary must be in continuous writing (not note form) It must not be longer than 80 words (not counting the words given to help you begin)		

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The growing popularity of foreign labour schemes throughout is due to [15]

1	**Make (1) economic (2) sense**	**Is (1) financially / business (2) viable**
2	**People (1) willing to (2) perform the so-called "3D jobs"**	**People (1) keen to (2) do the so-called "3D jobs"**
3	***Reduce*(1) High (2) labour (3) prices in the service industries**	**Reduce (1) Expensive (2) employment (3) costs in the service industries**
4	**Reduce/relieve (1) Widespread (2) shortages of workers**	**An (1) extensive (2) lack of workers**
5	**Stop /reduce Millions of (1) illegal or (2) undocumented (3) migrants**	**Stop/reduce Millions of (1) unlawful or (2) unrecorded (3) workers**
6	**(1) Honest way of (2) dealing with inevitable labour (3) shortages**	**(1) legitimate way of (2) handling with inevitable labour (3) deficiencies**
7	Offering these workers **(1) effective protection**	Offering these workers **(1) actual protection/security**
8	**Better than no job at all**	**Offer employment**
9	**(1) Largest and most (2) sustained (3) transfer of (4) resources**	**(1) Biggest and most (2) constant (3) allocation of (4) assets**
10	**(1) Empowering millions** of people	**(1) offer a better life/ future for millions** of people

Key to Summary Marking Scheme

BOLD words – essence of each point

UNDERLINED words – words that must be REWORDED to get Style mark

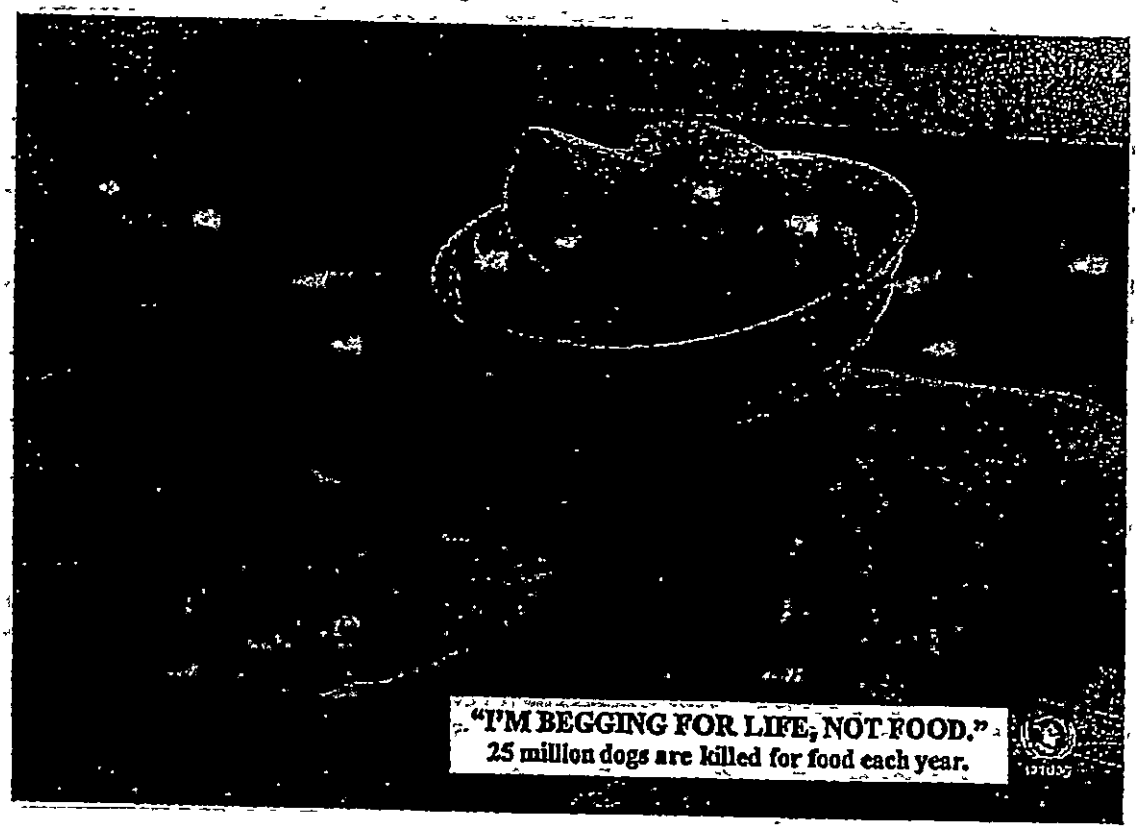
No of Points reworded (Maximum of 8 points)	Marks awarded for Style
[redacted]	1m-2m
[redacted]	2m-3m

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Section A

Text 1

Study the advertisement below and answer Questions 1 – 3 in the Question Booklet



Adapted from http://www.trendhunter.com

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Section B

Text 2

The text below is about Max Morden, a retired art historian who attempted to reconcile himself to the deaths of those whom he loved as a child and as an adult. Read it carefully and answer Questions 4 - 13 in the Question Booklet.

1 They departed, the gods, on the day of the strange tide. All morning under a milky sky the waters in the bay had swelled and swelled, rising to unheard of heights, the small waves creeping over parched sand that for years had known no wetting save for rain and lapping the very bases of the dunes. The rusted hulk of the freighter that had run aground at the far end of the bay longer ago than any of us could remember must have thought it was being granted a re-launch. I would not swim again, after that day. The seabirds mewled and swooped, unnerved, it seemed, by the spectacle of that vast bowl of water bulging like a blister, lead-blue and malignantly agleam. They looked unnaturally white, that day, those birds. The waves were depositing a fringe of soiled yellow foam along the waterline. No sail marred the high horizon. I would not swim, no, not ever again.

2 The name of the house is the Cedars, as of old. A bristling dump of those trees, monkey-brown with a tarry reek, their trunks nightmarishly tangled, still grows at the left side, facing across an untidy lawn to the big curved window of what used to be the living room but which Miss Vavasour prefers to call, in landladyese, the lounge. The front door is at the opposite side, opening on to a square of oil-stained gravel behind the iron gate that is still painted green, though rust has reduced its struts to a tremulous filigree. I am amazed at how little has changed in the more than fifty years that have gone by since I was last here. Amazed, and disappointed, I would go so far as to say appalled, for reasons that are obscure to me, since why should I desire change, I who have come back to live amidst the rubble of the past? I wonder why the house was built like that, sideways-on, turning a pebble-dashed windowless white end wall to the road. I imagine an old seafarer dozing by the fire, landlubbered at last, and the winter gale rattling the window frames. Oh, to be him. To have been him.

3 When I was here all those years ago, in the time of the gods, the Cedars was a summer house, for rent by the fortnight or the month. During all of June each year a rich doctor and his large, raucous family infested it. We did not like the doctor's loud-voiced children, they laughed at us and threw stones from behind the unbreachable barrier of the gate and after them a mysterious middle-aged couple came, who spoke to no one, and grimly walked their sausage dog in silence.

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August was the most interesting month at the Cedars, for us The tenants then were different each year, people from England or the Continent, the odd pair of honeymooners, and once even a fit-up troupe of itinerant theatre people who were putting on an afternoon show in the village's cinema And then, that year, came the family Grace

4 The first thing I saw of them was their motor car, parked on the gravel inside the gate. It was a low-slung, scarred and battered black model with beige leather seats and a big polished wood steering wheel. Books with bleached and dog-eared covers were thrown carelessly on the shelf under the sportily raked back window, and there was a touring map of France, much used and with scribbling of distances.

5 The front door of the house stood wide open, and I could hear voices inside, downstairs, and from upstairs the sound of bare feet running on floorboards and a girl laughing. Suddenly a man with a drink in his hand came out of the house. He was short and top-heavy, all shoulders and chest and big round head, with close-cut, crinkled, glittering-black hair with flecks of premature grey in it. He wore a loose green shirt unbuttoned and khaki shorts and was barefoot. His skin was so deeply tanned by the sun it had a purplish sheen. Even his feet, I noticed, were brown on the insteps; the majority of fathers in my experience were fish-belly white below the collar-line. He set his tumbler, ice-blue gin and ice cubes and a lemon slice, at a perilous angle on the roof of the car and opened the passenger door and leaned inside to rummage for something under the dashboard. The man straightened and took his glass of gin from the roof and slammed the car door. Whatever it was he had been searching for he had not found As he turned back to the house his eye caught mine and he winked. He did not do it in the way that adults usually did, at once arch and ingratiating No, this was a comradely, a conspiratorial wink, masonic, almost, as if this moment that we, two strangers, adult and boy, had shared, although outwardly without significance, without content, even, nevertheless had meaning.

Adapted from The Sea, John Banville

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Section C

Text 3

The article below is about the plight of honeybees. Read it carefully and answer Questions 14 - 19 in the Question Booklet

1 For the last several years scientists have fretted over the future of bees, and although research has shed much light on the crisis, those in the bee business from hive keepers to commercial farmers say the insects remain in deep trouble as their colonies continue to struggle.

2 The current crisis arose during the fall of 2006 as beekeepers around the country reported massive losses more than a third of hives on average and up to 90 percent in some cases. Bees were flying away and simply not coming back; keepers would find boxes empty of adult bees except for a live queen. No bee corpses remained to tell the tale. The losses were unprecedented and fast.

3 Why keep worrying over the fate of a bunch of pesky stinging insects? Bees in their crucial role as pollinators are paramount. Western nations rely heavily on managed honeybees - the "moveable force" of bees that ride in trucks from farm to farm - to keep commercial agriculture productive. About a third of our foods (some 100 key crops) rely on these insects, including apples, nuts, all the favourite summer fruits (like blueberries and strawberries), alfalfa (which cows eat), and guar bean (used in all kinds of products). In total, bees contribute more than $15 billion to U S. crop production, hardly small potatoes.

4 No, we would not starve without their services, much of the world lives without managed pollinators. But we would lose an awful lot of good, healthy food, from cherries and broccoli to onions and almonds. Or we would pay exorbitant costs for farmers to use some other, less efficient pollination technique to supplement the work that healthy natural pollinators could do Plus, bee health can tell us a lot about environmental health, and thus about our own well-being

5 Today's pollinator crisis, which has also hit Europe and now parts of Asia, is unprecedented But honeybees have done disappearing acts on and off for more than a century, possibly since humans began domesticating them 4,500 years ago in Egypt. In the United States, unexplained colony declines in the 1880s, the 1920s, and the 1960s baffled farmers, and in 1995 - 1996 Pennsylvania keepers lost more than half of their colonies without a clear cause. The 1980s and 1990s saw various new parasites that hit bees hard; Varroa and tracheal mites became major killers, and they continue to plague hives and keep beekeepers up at night.

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6 When Colony Collapse Disorder appeared, the US Department of Agriculture's Agricultural Research Service and the National Institute of Food and Agriculture joined forces to study and fight the assailant, but a half-dozen years later they still lack a smoking gun. Recent work reveals higher loads of pathogens in the guts of bees from collapsed colonies versus healthy ones, making viral infections a likely culprit.

7 But this is not a case of one cause, one effect. Bee expert Dennis van Engelsdorp of the University of Maryland likens the situation to HIV/AIDS in humans. "You don't die of AIDS, you die of pneumonia or some other condition that hits when your immunity is down," he says Today's bee mortalities may be behaving slightly differently. "But we're pretty sure in all these cases, diseases are the tipping point" after bees' immune systems are compromised.

8 So what makes bees vulnerable to those diseases, what is killing their immunity, continues to be the $15-billion question

Adapted from http://news.nationalgeographic.com/

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Section A [5 marks]

Text 1

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1 - 3.

1 What do you think is the purpose of the poster?

. .. .

. . .. [1]

2 (i) What does the bowl collar signify?

. . . .

... . [1]

(ii) In which two ways does the illustration of the dog highlight the message of the poster?

. . ..

. . ..

.. ..

.... [2]

3 "25 million dogs are killed for food each year"
What is the reason for including the statistics?

. ...

. . . . [1]

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Section B [20 marks]

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

4 In paragraph 1 Max Morden described the blustery sea. Explain how the language used in paragraph 1 makes the sea appear to be stormy.

Support your ideas with three details from the paragraph 1

. ...

.. . .

....

.. ..

...., ...

... . , ... [3]

5 In paragraph 2 the writer describes 'A bristling dump of those trees, monkey-brown with a tarry reek, their trunks nightmarishly tangled, still grows at the left side' (lines 15 – 17)

Identify the word(s) or phrases in the given sentence which suggest

(i) unpleasant lingering odour... .... [1]

(ii) neglected thick foliage : . ... [1]

6 (i) What does the phrase 'for reasons that are obscure to me' (line 24) suggest about Max's state of the mind?

. . . . [1]

(ii) What does the phrase 'live amidst the rubble of the past ' (line 25) tell us about Max's past?

. ... [1]

7 At the end of paragraph 2, Max yearned to be like the old seafarer, 'Oh, to be him. To have been him.' (line 29). Why do you think he wanted to be like the old seafarer?

.. .. [1]

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8 Max described the rich doctor and his family had 'infested' (line 33) the summer house and how the children teased him 'from behind the unbreachable barrier of the gate' (lines 34 - 35) What do these descriptions suggest about his view of the doctor's family?

Descriptions	Max's view of the doctor's family
'infested'	
'behind the unbreachable barrier of the gate'	

[2]

9 In paragraph 3 we are also told that the tenants at the house included people who were not repeated tenants. Find two more words or phrases in this paragraph which suggest these people were just temporary travellers at this house

. . . . . [2]

10 What does the phrase 'scarred and battered black model' (line 44) suggest about the car owner's attitude towards the care of the car?

. . . . . [1]

11 In paragraph 4 'Books with bleached and dog-eared covers were thrown carelessly' (line 46).

Pick out a word in the given sentence which suggests that books had been left in the car for a long time

. . . . . [1]

12 'there was a touring map of France, much used and with scribbling of distances' (lines 47 – 48). What two things does this suggest about the Grace family and their travelling style?

. . . . . [2]

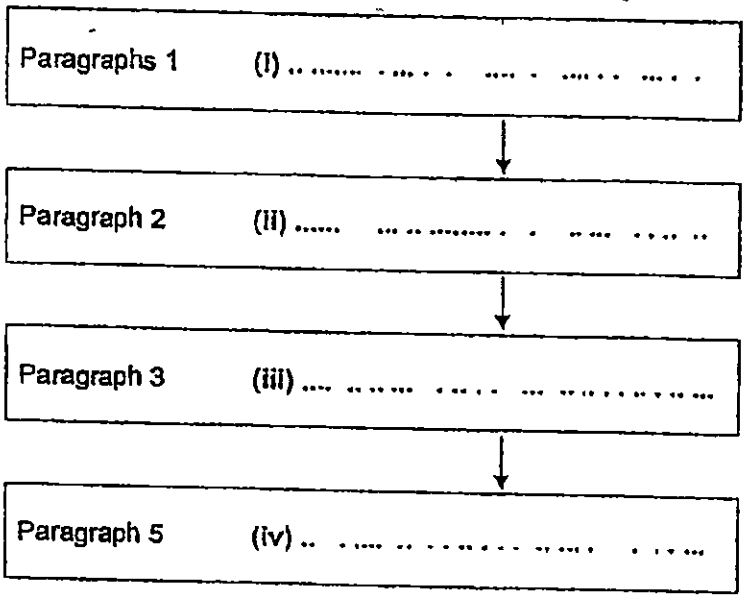
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13 The structure of the text reflects the main emotions of Max as he recounted his younger days at the Cedars Complete the flow chart by choosing one word from the box to summarise the main emotion described in each part of the text. There are some extra words in the box you do not need to use

Max's emotions

fidgety	flabbergasted	violence
tumultuous	surprised	nostalgic

Flow chart



[4]

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Section C [25 marks]

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

14 (i) What does 'struggle' (line 4) suggest about the colonies?

. . . . . [1]

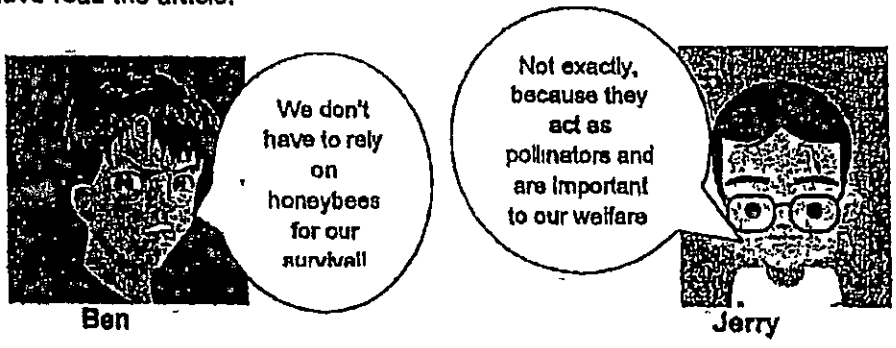
(ii) Why does the writer describe it as 'struggle'?

. . . . . [1]

15 Explain in your own words what the author meant by 'No bee corpses remained to tell the tale' (line 9).

. . . . . [2]

16 Here is a part of a conversation between two students, Ben and Jerry who have read the article.



(i) Identify one example from paragraph 4 that Ben can use to support his view.

. . . . . [1]

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(ii) How would Jerry explain his position with reference to lines 21 – 24?

..... [2]

17 The writer states that Varroa and tracheal mites continue to plague hives and keep beekeepers up at night (lines 35 - 36).

Explain why the writer chooses to describe the trouble brought about by the mites with this underlined phrase

..... [2]

18 '...they still lack *a smoking gun*' (line 40). With reference to the italicised phrase, explain in your own words how 'a smoking gun' can assist the scientists in solving the mystery of the declining population.

..... [2]

19 Using your own words as far as possible, summarise the importance of honeybees as well as the causes for the dwindling honeybees population.

Use only information from paragraphs 3 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)

The honeybees are important to many Western nations because .....

.....

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No of words: [15]

END OF PAPER

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