4

COMMONWEALTH SECONDARY SCHOOL

MID-YEAR EXAMINATION 2015

ENGLISH LANGUAGE
PAPER 1

Name: _____( ) Class: _____

SECONDARY THREE EXPRESS
1128 / 01
Insert

Wednesday 29 April 2015
0800 – 0950
1h 50 min

READ THESE INSTRUCTIONS FIRST

This insert contains Section A.

Write your answers in the spaces provided.

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

Name of setter: Miss Amelia Huang

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

[Turn over

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Section A [10 marks]

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

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

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

Examples:

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

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

Hundreds of people are dead as the worst Ebola virus outbreak in history sweeps through West Africa. It begins as a handful of cases in Guinea in March but quickly spread to neighbourly Sierra Leone and Liberia. The World Health Organisation calls this "one of the world's most virulence diseases". Ebola is described as "one of the world's most deadly diseases." It is the highly infectious virus that can kill up to 90% of the people who catches it, causing terror among infected communities. There is no vaccination with it. The Ebola virus causes viral haemorrhagic fever, which according to the U.S. Centres for Disease Control and Prevention (CDC), refers to a group of viruses that affecting multiple organ systems in the body and is often accompanied by bleeding. The virus is named after the Ebola River in the Democratic Republic of Congo, when one of the first outbreaks occurred in 1976. The same year, there was another outbreak in Sudan.

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10.....

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ANSWERS

Hundreds of people are dead as the worst Ebola virus outbreak in history sweeps through West Africa. It **begins** as a handful of cases in Guinea in March but quickly spread to **neighbourly** Sierra Leone and Liberia. The World Health Organisation calls this "one of the world's most **virulence** diseases". Ebola is described as "one of the world's most deadly diseases." It is **the** highly infectious virus that can kill up to 90% of the people who **catches it**, causing terror among infected communities. There is no vaccination **with** it. The Ebola virus causes viral haemorrhagic fever, which according to the U.S. Centres for Disease Control and Prevention (CDC), refers to a group of viruses that **affecting** multiple organ systems in the body and is often accompanied by bleeding. The virus is named after the Ebola River in the Democratic Republic of Congo, **when** one of the first outbreaks occurred in 1976. The same year, there was another outbreak in Sudan.

1	began
2	Neighbouring
3	virulent
4	a
5	catch
6	Against/for
7	✔☐
8	affects
9	✔☐
10	where

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COMMONWEALTH SECONDARY SCHOOL

MID- YEAR EXAMINATION 2015

ENGLISH LANGUAGE
PAPER 1

Name: _____ ( ) Class: _____

SECONDARY THREE EXPRESS
1128 / 01

Wednesday 29 April 2015
0800 - 0950
1hr 50min

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on the question paper and any separate answer sheets used.
Write in dark blue or black pen on both sides of the paper
Do not use staples, paper clips, highlighters, glue or correction fluid.

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

Section A is an Insert.
For **Section A** write your answers in the spaces provided on the Insert.
For **Section B** and **C** write your answers on the separate Answer Paper provided.

Begin your answer to Section C on a **fresh** sheet of paper.
At the end of the examination, ensure that you have submitted all your work.
Submit **Sections B** and **C separately.**

For Examiner's Use	
Section A	10
Section B	30
Section C	30
Total	70

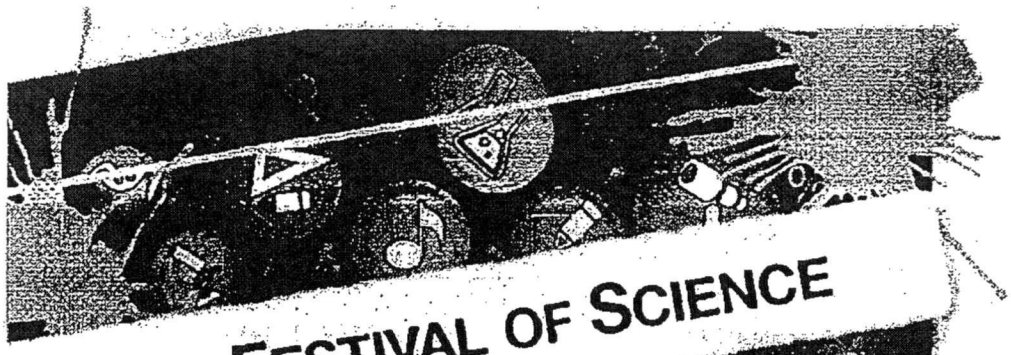
Name of setter: **Miss Amelia Huang**

This paper consists of 4 printed pages.

[Turn over

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2



THE FESTIVAL OF SCIENCE

29-30 MAY 2015
10AM-10PM
SINGAPORE EXPO HALL 7
ENTRY TICKET FOR STUDENTS: $4



Electrify Me!

Sparks will fly in this exhibition of weird and wonderful experiments with electric fences and plasma globes. Experience this side of Physics with activities that lets you explore all the key elements for Frankenstein's laboratory!

Colour My World

Learn about light and colours, rainbows and vibrant coloured chemicals in our mini laboratory. Investigate this extraordinary side of Chemistry with our trained instructors available onsite!



OTHER ACTIVITY BOOTHS:

- SEEING INTO SPACE
- MUSIC AND PLANTS
- WATER DISPLACEMENT
- MENTOS SODA VOLCANO
- SUNSPOT CYCLES
- RAINBOW FIRE
- RED EYE
- ANTIBIOTIC RESISTANCE

Atoms, Molecules and Compounds

Go deeper into the minute world of science as we examine the structural patterns and components of the building blocks of animals, plants and bacteria. Use this chance to probe into Biology like you never have before!

BROUGHT TO YOU BY:
SCIENCE CENTRE
singapore

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

You are the Chairperson of your class in Commonwealth Secondary School. Your teacher has asked you for suggestions on conducting a learning journey for your classmates after the Mid-year Examinations. This is to help them delve deeper into the sciences they presently study and assist them in deciding on their future careers. You have been handed a brochure for The Annual Festival of Science 2015 which provides details about the exhibits and the activities. You have decided to present it to your teacher in hope for an outing in the month of May.

Write a letter to your teacher suggesting:

- Two main exhibits at the festival which will benefit your classmates
- One activity (other than the main exhibits) in the brochure which may interest your classmates.
- Why you think your classmates will enjoy this learning journey.

Write your letter in clear, accurate English with an enthusiastic tone.

You should use your own words as much as possible.

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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. Who are some people you value most in your life?
2. "The society today values physical appearances over intelligence." Do you agree with this statement?
3. Write about a time when true understanding came only after conflict.
4. "The growing prevalence of smartphones has hindered students' language capabilities." Do you agree with this statement?

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COMMONWEALTH SECONDARY SCHOOL
MID - YEAR EXAMINATION 2015
ENGLISH LANGUAGE
PAPER 2

Name: _____( ) Class: _____

SECONDARY THREE EXPRESS	Wednesday 29 April 2015
1128 / 02	1h 50 min
INSERT	1040 – 1230h

READ THESE INSTRUCTIONS FIRST

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

Name of setter: Miss Nivaashini

This insert consists of 6 printed pages including the cover page

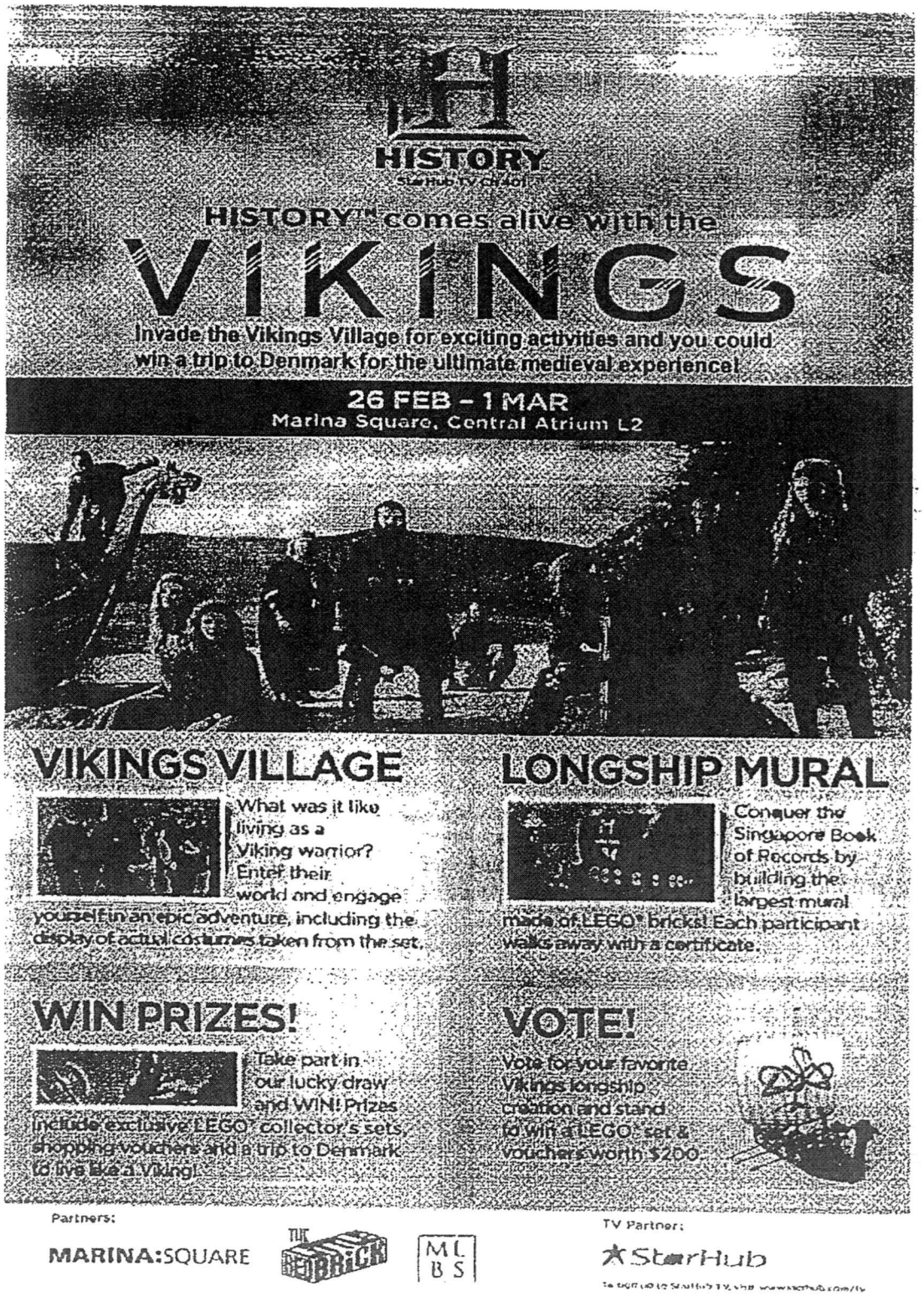
[Turn over]

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Section A [5 marks]

Text 1

Look at the information below carefully and answer Questions 1 – 4.



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SECTION B [20 marks]

TEXT 2

The text below describes a young girl's encounter with a circus for the first time in her Philippine hometown. Read it carefully and answer Questions 5–14 in the Answer Booklet.

1 The circus was coming to town. Giving us the news was like setting fire to the April hay. We screamed and tumbled in the dust. The beasts in the field fled from our frenzy of delight. Soon as we became exhausted from our bursts of joy, we sat under the fire tree and talked only of the tents and buntings and the cotton-candy remnants that could be scraped from the grass. Joel had seen it all before, Joel my brother.

2 It was a fragrant season perfumed by May. We seemed to float from field to field, the memory of school conveniently blotted from our minds. Haystacks were palaces and *carabaos* were dragons of the enemy, and Joel was, of course, our king. We wielded swords and boasted costumes fashioned from the bark and twigs and we fought enervating battles for him, who was content to rule with a bamboo sceptre, the ever-calm monarch. It was a world that could be shattered only by an angry parent.

3 Then one summer day that was like a bursting star in a long-dead night, the circus came, all gloriously bedecked in flower shrouds and buntings, all properly peopled by infallible and beautiful beings. Joel and I, sitting atop a bald acacia tree, squealing in delight and pointing to the various artistes walking about the grounds. It did not matter to us that older people were commenting on the squalor of the tents being pitched up and the ordinariness of the circus people. For us, these were further proof that age ripped people of the proper feelings.

4 And yet, in a way Joel was made older by the coming of the circus. As we roamed the newly built grounds, a whole city, it seemed to us, I could feel him transferring to a new level that was inaccessible to me. We walked in great circles, pausing here and there to examine a bearded woman or a rabbit cage and everything new that we absorbed seemed to lower or elevate him to a different level that was frightening in its remoteness. When the fear became unbearable, I asked Joel that we go home.

5 He said that we could not, for there was something he was looking for and then silence after that. As the sun went down in the west, we proceeded in our ever-growing circles in search of a mysterious goal that Joel alone knew. When we reached the fringes of the circus, by the side of a newly pitched half-tent that was ready to drop at the slightest gust of wind, Joel touched my arm and pointed. I saw nothing but dilapidation.

6 But Joel was seeing an entirely different universe, for he drew a sigh that only a battered explorer at the end of his search could draw. He pointed once more, and in the dark of twilight I could see the shadow of a limping man. We stood there for some time, staring at the apparition that walked across the tent ground in an engrossing, limping manner and then it disappeared into the folds of the canvas tent.

7 Somewhere, an electrical connection was made and the tent exploded with light. High

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from a wooden pole, a metal loudspeaker crackled into static that was frightening in its loudness. Joel gripped my arm and bade me to be silent. The side of the tent facing us was one big billboard screaming its message; FRANCO, THE WIZARD, it said. It told of amazing magic tricks to be shown within the tent and it told of bodies slashed into halves and bodies floating into the air. I forgot my fear as the illustrations billowed before my face, the figures in the canvas made all the more eerie by the crackling static of the antique loudspeaker. Joel had conveniently forgotten me by this time, his hands losing the grip on mine. His palms were clasped together in reverence, his eyes two wide orbs of total appreciation. We were then captives, Joel and I.

*carabaos – a type of domestic water buffalo found in the Philippines

Adapted from: "The Betrayal" by Antonio E. Hernandez

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Section C [25 marks]

Text 3

The text below talks about volunteerism among youth and the reasons behind it. Read it carefully and answer Questions 15–21 in the Answer Booklet.

1 There has been a resurgence of volunteer work over the past few years in both the amount and the scope of work that is being explored by young volunteers. With increased attention on volunteer work through international celebrity endorsement, social media publicity and increasingly accessible opportunities for volunteering, there is little wonder that the culture of volunteerism, especially for international and transnational volunteer work, is becoming more vibrant in many countries.

2 While keeping in mind the necessity of looking after local community causes, international volunteerism is equally or even more meaningful and worthwhile for young and educated volunteers living in a globalized world. Though many lament the fact that young volunteers appear to be more concerned about helping the poor elsewhere than at home, youths today have a greater awareness than previous generations of their role and duty as global citizens and find it imperative to volunteer for international needs or problems existing overseas.

3 Being more socially-conscious, today's youths have far more drive and avenues to address the stark disparity between the privileged and those in less developed countries. Exposure through volunteerism can often ignite a sense of injustice at the present situation and compassion for the disadvantaged, spurring efforts to promote and achieve fairness and equality for all. It is the dream of many youths to be deployed to less developed nations for programmes such as supporting essential health services and shepherding youth empowerment programmes.

4 On the other hand, local volunteer work usually sees volunteers embarking on mundane tasks such as visiting old folks' and children's homes to offer cleaning services or raise funds through flag days or charity events. The difference in needs between developed and developing communities may lead volunteers to feel that greater and more critical work is needed in other countries and that their services are better utilized in addressing global crises in a race against time. The intrinsic sense of satisfaction comes from having played a part, however small, and fulfilling one's moral duty in helping to solve a problem that would affect our future.

5 Volunteering for a larger cause is also especially worthwhile because of the opportunities for greater self-actualization. Not only will there be a sense of achievement from meeting new challenges in foreign environments, volunteering for larger causes allows youths to make an impact and feel empowered as they see their efforts go towards alleviating a problem. This personal sense of well-being comes from the opportunity to develop and extend one's skill sets and the chance to be pushed beyond one's comfort zone.

6 By advancing a range of social causes from the AIDS crisis to global warming through non-governmental organisations such as Cross-Cultural Solutions, the United Children's Fund and Habitat for Humanity, youths maximize their potential by serving

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in real and pressing needs as volunteers with an international charity. Beyond being able to make a difference in the lives of others, volunteering adds to a young person's sense of worth of being more than just a dispensable individual but someone who is also a dependable and contributing member of society.

7 International volunteerism is also exceedingly meaningful for young people to better appreciate their country and community, and acknowledge their personal stake in nation-building. Living too closely to the problem may lead to us becoming desensitized to the issues within our community. Thus, participating in overseas volunteer work such as Singapore's Overseas Community Involvement Programme to build facilities for impoverished villages, offer labour on farms and even assist in humanitarian relief allows us to step back and see that the same needs exist in our community too, but on a different scale.

8 Upon returning home from such trips, many young volunteers are spurred on to initiate and commit to projects over a sustained period to serve their local community. Volunteerism in a different cultural and socio-economic environment not only moulds us to be members of the global community as well learn to love and serve others, but allows us to take away useful skills to be applied back home as we strive to become better citizens.

Adapted from: Present Perfect, 2011, Issues 7 & 8

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COMMONWEALTH SECONDARY SCHOOL
MID - YEAR EXAMINATION 2015
ENGLISH LANGUAGE
PAPER 2

Name: _____ ( ) Class: _____

SECONDARY THREE EXPRESS
1128 / 02

Wednesday 29 April 2015
1h 50 min
1040 – 1230h

Additional Materials: **Insert**

READ THESE INSTRUCTIONS FIRST

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

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

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

At the end of the examination, ensure that you have submitted all your work.

For Examiner's Use	
Section A (5 marks)	
Section B (20 marks)	
Section C (25 marks)	
Total	

Name of setter: Miss Nivaashini

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

[Turn over]

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SECTION A [5 marks]

Text 1

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

1 Name two groups of people who might be interested in this event?

.....

.....[2]

2 What is one characteristic of Vikings portrayed by the image and text under the subheading "Vikings Village"?

.....

.....[1]

3 Give a word from the poster which suggests that the Vikings were part of an ancient historical period?

.....[1]

4 What does the headline "History comes alive with the Vikings" suggest about the experience that the organisers want to create for the audience?

.....

.....[1]

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SECTION B [20 marks]

Refer to Text 2 on Pages 3 and 4 of the Insert and answer Questions 5 – 14.

5 Explain how the language used in Paragraph 1 describes the excitement felt by the Joel and the writer. Support your answer with details from Paragraph 1.

.....

.....

.....

.....

.....

..... [2]

6 Who does the "ever-calm monarch" (lines 10-11) refer to?

.....

.....[1]

7 What does the writer wish to imply when describing the coming of the circus as "a bursting star in a long-dead night" in line 12?

.....

.....[2]

8 In lines 12–14, "...the circus came, all gloriously bedecked in flower shrouds and buntings, all properly peopled by infallible and beautiful beings."

Identify the words / phrases in the given lines which suggest:

(i) beautifully decorated: ..... [1]

(ii) perfect: ..... [1]

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9 In Paragraph 3, the people of the town had contrasting reactions to the coming of the circus. What were these reactions? Answer **using your own words** [2]

Joel and the narrator	
The older townsfolk	

10 Why did the writer describe the circus grounds as a "whole city" (line 20)?

.....

.....[1]

11 (i) From Paragraph 4, give two expressions to show that Joel was fully captivated by the sights of the circus.

.....

.....[2]

(ii) Why did the writer find these expressions "frightening in its remoteness" (lines 23 - 24)?

.....

.....[1]

12 (i) What was the "mysterious goal" (line 27) that Joel was searching for?

.....[1]

(ii) Why do you think the writer described Joel as a "battered explorer at the end of his search" in line 32?

.....

.....[2]

13 In lines 37 - 38, "frightening in its loudness". What is effective about the underlined word in describing the sound?

.....

.....[1]

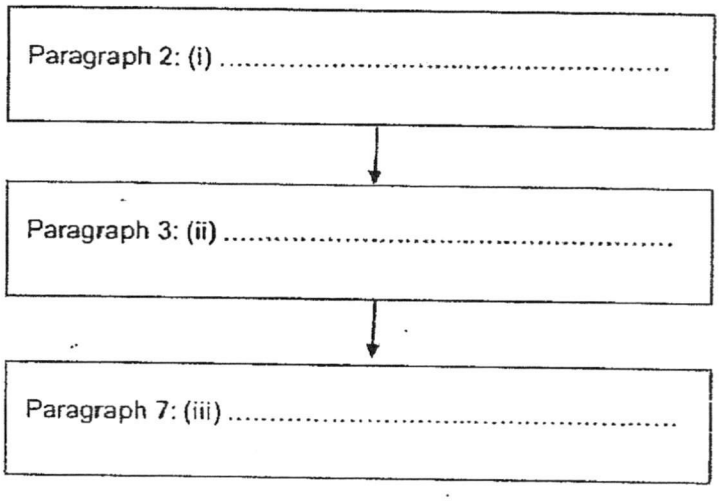
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14 The following parts of the text reflect the mental and emotional state of the narrator as she visits the circus grounds with her brother. Complete the flow chart by choosing one word from the box to summarise the mental or emotional state described in each part of the text. There are some extra words in the box you do not need to use.

Writer's feelings

clueless	anxious	carefree	awestruck	elated	thrilled

Flow Chart



[3]

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SECTION C (25m)

Refer to Text 3 on Pages 5 and 6 of the Insert and answer Questions 15 – 21.

15 From Paragraph 1, provide any two reasons why volunteerism is increasingly becoming "vibrant".

.....

.....[2]

16 What is the issue that many "lament" (line 9) about? Answer **in your own words.**

.....

.....[2]

17 What does "socially-conscious" (line 14) suggest about the youths of today?

.....

.....[1]

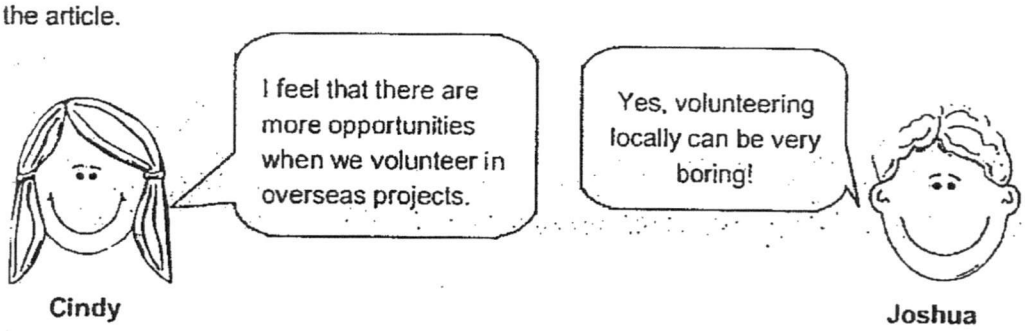
18 Pick a phrase from Paragraph 3 that suggests the prevailing inequality among the developed and less developed countries.

.....[1]

[Turn over for Qn 19, 20, 21]

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19 Here is part of a conversation between two students, Cindy and Joshua, who have read the article.



(i) Provide two examples from Paragraph 3 that Cindy can use to support her view.

.....

..... [1]

(ii) How would Joshua explain his statement with reference to Paragraph 4?

.....

..... [1]

20 According to Paragraph 4, when does one feel intrinsically satisfied? Answer **in your own words.**

.....

..... [2]

21 **Using your own words as far as possible,** summarize the benefits of volunteering for a cause and participating in international volunteerism.

Use only information from paragraphs 5 to 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).

Volunteering for a cause can enable one to.....

.....

.....

.....

.....

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8

No. of words: [15]

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Sec 3E MYE Paper 2

General comments:

- QUOTATION MARKS !!!!!! - ALL variations of QFT questions need these! "Identify", "Pick a phrase", "Give a word / expressions / phrase / sentence", "Cite"
- Precision of answers are not there → common errors in intensity and the different shades of meaning of words
- Not reading the question carefully, not paying attention to the key words!
- Making incorrect inferences - not reading the passage carefully, not reading till the end!

BLUE - Accepted answers
RED - Incorrect answers
BROWN - Inference to be drawn or requirements of question

1	Name two groups of people who might be keen on this event?
	Those who are interested in the history of the Vikings Fans of the "Vikings" show / Fans of Vikings People who enjoy playing or building with LEGO bricks / interested in LEGO Any 2 for 2 marks Accept: Those who want to feel / experience how it will be like living like a Viking warrior X: Those who are interested in history - vague X: Those who like to win prizes - too general X: Those who are interested in the history of Denmark / want to experience the medieval experience in Denmark - vague, which significant historical experience are you referring to? X: Those who want to conquer the Singapore Book of Records by building the largest .... - Event comprises of more than just building of murals
2	What is one characteristic of Vikings portrayed by the image and text under the subheading "Vikings Village"?
	Holding weapons & shields as if poised for battle. "Viking warrior" from the text → infer the idea of Vikings being involved in battles / wars. They were brave / fearless / courageous. [1] Accept: fierce / aggressive / ferocious X: adventurous - not associated as a characteristic of a warrior as it is mentioned in the text that one going to the event will experience a Viking adventure X: vicious / violent - not character traits

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	X: mighty / powerful - it's about physical strength and not a character trait
3	Give a word from the poster which suggests that the Vikings were part of an ancient historical period?
	"medieval" [1] SPELLING ERROR - 0 NO QUOTATION MARKS - O-level standard will be 0
4	What does the headline "History comes alive with the Vikings" suggest about the experience that the organisers want to create for the audience?
	Experience will be .... (an adjective to describe the experience), explaining the idea of "History comes alive" It would be <u>engaging / interactive</u> for the audience as they will get to experience the life of the Vikings. [1] - Accepted even if there is no explanation of why Accept: - hands-on / realistic / immersive / real-life / vivid - make the audience feel that they are in the medieval period to experience the Viking world (idea of travelling to the past + experiencing the Viking world) X: surreal - has the meaning of a dream-like quality X: memorable / unforgettable - why? no link to 'History comes alive' X: exciting / captivating - but why? Need to explain further if you choose to use these words

5	Explain how the language used in Paragraph 1 describes the excitement felt by the Joel and the writer. Support your answer with details from Paragraph 1.
	Quote 1 + Explanation on HOW it describes the excitement. Quote 2 + Explanation on HOW it describes the excitement. 2 well-explained answers for 2 marks, if more than 2 given, award mark for ANY 2 well-explained ones • "screamed and tumbled in the dust" - they were expressing their excitement through their <u>uncontrollable actions</u> / were very excited that they <u>could not control their actions</u>. [1] X: crazily happy - expression is odd • "frenzy of delight" OR "bursts of joy" – they were <u>unable to contain</u> their <u>extreme happiness</u> [1] Accept: happiness was overwhelming / were filled with overwhelming

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	happiness X: they were too excited / shows that they were excited - you are not explaining HOW X: just "happiness" - intensity of excitement is not there Other quotes Accept: • "setting fire to the April hay" - there was a sudden trigger of excitement upon hearing the news of the circus. X: excitement spread quickly - spread to who? paragraph and question only mentions both Joel and the writer • "exhausted from bursts of joy" - devoted a lot of energy to this moment that they were tired / were tired after spending all their energy upon hearing the news X: too excited that they were tired - does not explain how this excitement caused them to be tired (vague)
6	Who does the "ever-calm monarch" (lines 10-11) refer to?
	Monarch = king It refers to Joel OR the writer's brother. [1]
7	What does the writer wish to imply when describing the coming of the circus as "a bursting star in a long-dead night" in line 12?
	"bursting star in a long-dead night" – implies the sudden appearance of the star in the gloominess of the night, hence bringing light and life to an otherwise dead night. In context: The writer wishes to imply that the coming of the circus was sudden / unexpected [1] and brought life to the town. / made the town lively. [1] Accepted: Before the circus arrived, the town was very boring but the arrival of the circus brought life to the town. - 2m X: coming of the circus was a surprise - does not have the same intensity and meaning of being sudden X: coming of the circus was a shocking surprise ?!?!? X: most exciting event after a boring / dull day X: only exciting day out of all the boring days X: stood out from all the mundane things in the writer's life X: brings joy to the writer and Joel - "bursting star" has the immediate association of being sudden and how it brings light, there is no excitement there

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8	In lines 12–14, "...the circus came, all gloriously bedecked in flower shrouds and buntings, all properly peopled by infallible and beautiful beings." Identify the words / phrases in the given lines which suggest: (i) beautifully decorated: **"gloriously bedecked" [1]** (ii) perfect: **"infallible"** NO QUOTATION MARKS - O-level standard will be 0
9	In Paragraph 3, the people of the town had contrasting reactions to the coming of the circus. What were these reactions? Answer using your own words. [2]

Joel and the narrator	Screaming in excitement / extreme happiness [1] LIFT: squealing in delight X: happiness - intensity is missing X: just the feeling of excitement or extremely happy - only half the reaction, they were not just feeling excited but were squealing (making noise as well) X: fascination - shows that they were being strongly attracted to the circus only X: thrilled - feeling of sudden excitement but it was not sudden in this context
The older townsfolk	Complaining about the unpleasant / dirty state of the circus [1] OR Criticizing / being critical of the unpleasant state of the circus [1] LIFT: commenting on the squalor of the tents and the ordinariness of the people Accept: Complaining → making remarks, nitpicking X: talked about / felt / discussed - these are neutral terms, comment means more than just talking X: no mention of what they were complaining about X: not amazed / not fascinated - does not bring

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	across idea of commenting which was what the townsfolk were doing.
10	Why did the narrator describe the circus grounds as a "whole city" (line 20)?
	A whole city comprises of a place where many different activities are happening at the same time. From context, "...examine a bearded woman or a rabbit cage, everything new that we absorbed..." shows the different sights in the circus. **To emphasize the variety of <u>different</u> activities taking place / myriad of activities that were taking place [1]** **Accept:** **To emphasize that the circus grounds were vast / huge / extensive / very big / extremely big** **X: big - intensity of largeness is missing**
11 (i)	From Paragraph 4, give two expressions to show that Joel was fully captivated by the sights of the circus.
	"transferring to a new level" [1] **"lower or elevate him to a different level" [1]** **Accepted without quotes** **Accept: "everything new that we absorbed seemed to lower or elevate him to a different level"** EXCESS DENIED - 0
11 (ii)	Why did the writer find these expressions "frightening in its remoteness" (lines 23 - 24)?
	Inferential question - NO NEED to explain the quote **The writer <u>could not relate</u> to her brother's expressions. / The writer could not understand what was happening to her brother. [1]** Accept: was not used to those reactions / had not seen her brother react this way had not experienced those reactions before X: brother was behaving very differently from how he usually behaves/ change in his behaviour - Question is asking about the writer, not about the brother

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12 (i)	What was the "mysterious goal" (line 27) that Joel was searching for?
	MUST read till the end for the answer! *"Joel touched my arm and **pointed**" (line 29) → "He **pointed** once more and in the dark of twilight i could see the shadow of a **limping man**" (line 32-33) → "it disappeared into the folds of the **tent**" (line 35) → "the **side of the tent** facing us was one big billboard screaming its **message: Franco the Wizard** (line 38-39) → passage goes on to say that Joel was "in reverence" (line 44)* ***Therefore,*** **He was searching for Franco the wizard. [1]** **Accepted:** **the wizard / the magician** **the limping man - "the" is referring to that particular limping man, Franco** **X: a limping man - WHICH limping man?** **X: wizard's tent / half pitched tent / tent of the magician - Joel's goal was not the tent but the wizard in the tent!** **X: Magic show - It was the wizard doing the magic show that Joel was interested in**
12 (ii)	Why do you think the writer described Joel as a "battered explorer at the end of his search" in lines 32?
	Just like a battered explorer, Joel was feeling tired / worn out [1] and he was at the end of his search as he discovered / found Franco the wizard [1] Accept: **Joel was searching for a long time without success [1] but was happy to have found Franco the Wizard in the end [1]** *****finally found what he was looking for / searching for / his goal - 1m (2nd mark)**
13	In lines 37 - 38, "frightening in its loudness". What is effective about the underlined word in describing the sound?
	Sound came from a loudspeaker so like the name suggests you would expect it to be loud. However, it is "frightening" but WHY would it be frightening?

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	Context 1: *"somewhere an electrical connection was made and the tent exploded with light. High from a wooden pole, a metal loudspeaker crackled into static that was frightening in its loudness" (lines 36 - 38)* Everything was quiet when they reached the tent but all of a sudden there was a bright light and a loud sound. This could have startled the writer hence writer hence describing the sound as "frightening" **It emphasizes the sudden eruption of noise. [1]** **OR** Context 2: *"the figures in the canvas made all the more eerie by the crackling static of the antique loudspeaker." (lines 41 - 42)* The sound from the loudspeaker was emphasizing this eerie feeling that the writer was experiencing. **Meaning of eerie: strange and mysterious** Therefore, the writer could have felt that hearing this sound was new / strange hence describing it as "frightening". **It emphasizes that the sound was new / strange (for the writer) / was something the writer was not accustomed to therefore making it scary. [1]** **ANY one answer, 1 mark**
14	Flowchart question **(i) carefree (ii) elated (iii) awestruck** **(i) carefree - "We seemed to float from field to field, the memory of school conveniently blotted from our minds." + the pretend-play shows a sense of being carefree** **(ii) elated - "squealing in delight" → shows the extreme happiness and excitement experienced by Joel and the writer** X: (ii) thrilled - feeling of a sudden excitement which in the context of paragraph 3 was not a sudden feeling. They were thrilled the minute they heard the news in Paragraph 1 itself. **(iii) awestruck – "I forgot my fear....We were then captives, Joel and I" → shows that the writer was captivated and in awe with the wonders of the magic acts displayed on the billboard.**

15	From Paragraph 1, provide any two reasons why volunteerism is increasingly "becoming vibrant".

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	• international celebrity endorsement • social media publicity • increasingly accessible opportunities for volunteering [Any 2 reasons]
16	What is the issue that many "lament" (line 9) about? Answer in your own words.
	LIFT: young volunteers appear to be more concerned about helping the poor elsewhere than at home *The entire paragraph 2 talks about international volunteerism so the home is referred to as one's own country while elsewhere refers to other countries.* The issue is that young volunteers appear to be more passionate [1] about helping the poor in countries other than their own. [1] Accept: more concerned (1st mark) → care more, prefer, interested, more willing X: more focused - not the same meaning as being concerned X: more aware - it is not just awareness but showing the concern Accept: elsewhere than at home → overseas rather than locally, prefer to be involved in overseas projects rather than local projects X: help outside of home / prefer to helps others than those in the house / help outside rather than doing household chores - WRONG inference X: overseas rather than in Singapore - nowhere in the passage is there any indication of local being referred to as Singapore.
17	What does "socially-conscious" (line 14) suggest about the youths of today?
	It suggests that they are more aware of the community / society / needs of the community Accept: more aware of what is going on / happening around them / what is happening in the world more aware of those who require help more aware of things taking place in their society X: well informed - "informed" is knowledge while "conscious" is sense of awareness X: have more understanding - there is no indication that they understand the problems, it was the awareness that made them want to address the problems X: aware of other people - Vague
18	Pick a phrase from Paragraph 3 that suggests the prevailing inequality among the

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	developed and less developed countries.
	The phrase is **"stark disparity"** [1] EXCESS DENIED - **0** **NO QUOTATION MARKS** - O level standard is 0
19 (i)	Provide two examples from Paragraph 3 that Cindy can use to support her view. **Cindy's statement:** I feel that there are more opportunities when we volunteer in overseas projects.
	She can say that • **Youths are deployed to less developed nations for programmes such as supporting essential health services** • **and shepherding youth empowerment programmes.** [1] **BOTH examples must be given for 1 mark** **X: "ignite a sense of injustice...." - read the phrase before this quote, it says exposure through volunteerism (not international volunteerism or volunteering overseas) while Cindy is talking about overseas projects!**
(ii)	How would Joshua explain his statement with reference to Paragraph 4? **Joshua statement:** Yes, volunteering locally can be very boring!
	Joshua thinks that volunteering locally is boring which is his opinion on local volunteer work. The question is asking what information from the paragraph can be used as support for this statement. **He could say that local volunteer work only consists of mundane tasks like visiting old folks' and children' homes to offer cleaning services or raise funds through flag days or charity events. [1]** **Only need to LIFT answer, no need to paraphrase ANYTHING!** **Some paraphrased "mundane" to ordinary which we accepted for this time only.** **X: Boring - mundane is referring to the ordinariness of the tasks and not that they are boring, "boring" is Joshua's opinion of the tasks.** Boring = dull / lacking in interest Mundane = ordinary, commonplace
	According to Paragraph 4, when does one feel intrinsically satisfied? Answer in your own words.
	From passage: *"having played a part, however small and fulfilling one's moral*

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duty.....

One will feel satisfied when one has contributed in a small way OR has completed / accomplished / executed one's moral responsibility / obligation [1] - EITHER point for 1 mark

X: played a role - LIFTED 'played'

From passage: .....*in helping to solve a problem that would affect our future*"

in helping to rectify a challenge which has future implications. [1]

Using your own words as far as possible, summarize the benefits of volunteering for a cause and participating in international volunteerism.

Use only information from paragraphs 5 to 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).

11 points

	Points from the passage	Suggested Paraphrased points
1.	Opportunities for greater self-actualization	Volunteering for a cause can enable one to... have chances for greater self-actualization
2.	sense of achievement from meeting new challenges in foreign environments	while feeling a sense of accomplishment from facing new obstacles in foreign environments
3.	make an impact	One can create an impact
4.	Feel empowered as they see their efforts go towards alleviating a problem	and feel encouraged / motivated when he/she sees his/her hard-work helping to ease a problem.
5.	Opportunity to develop and extend one's skill sets	Volunteering can grow / hone one's skills
6.	to be pushed beyond one's comfort zone	as they are forced into unfamiliar zones
7.	Maximise their potential	and it can allow one to reach his/her fullest potential
8.	Adds to the young person's sense of worth	while making him/her feel valuable. X: worthy

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9.	To better appreciate their country and community	One will also be thankful towards his/her nation and society / not take his/her country for granted,
10.	(acknowledge their personal stake in nation-building)	(recognise his/her role in nation-building)
11.	Allows us to step back and see that the same needs exist in our community	and reflect on the same issues that their society faces.

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