9

Candidate's Name : _____ Class Register No.

TANJONG KATONG GIRLS' SCHOOL

MID-YEAR EXAMINATION 2015
SECONDARY THREE

INSERT

1128/01 **ENGLISH LANGUAGE**
Paper 1

Thursday 30 April 2015 1hr 50min

INSTRUCTIONS TO CANDIDATES

This Insert contains Section A.
Write your answers in the spaces provided.
Fasten the completed Section A Insert on top of Section B of your Answer Paper.
Hand this in separately from Section C.

For Examiner's Use:	
A	/ 10
B	/ 30
C Qn No: ☐	/ 30
Total	/ 70
Parent's Signature	

The total marks for this paper is 70.

This Insert consists of 2 printed pages, including this page.

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Section A [10 marks]

Carefully read the text below that consists of 12 lines, about a rare condition, known as FFI. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

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

Examples:

I arrived (to) my destination at 2pm ____at____

My mother always wears sensible clothes. ____√____

Not many of us have heard of fatal familial insomnia (FFI). The main

symptom in FFI, is the inability to sleep. First the ability to nap disappears, 1._____

then the ability to get a full night's sleep, until the patient cannot sleep at 2._____

all. FFI is an awful disease, made even worse by a fact that 3._____

researchers knew so little to understand why that happens, or how to 4._____

stop it. FFI are extremely rare, known only in 40 families worldwide. If we 5._____

do not know why we can't sleep, it is in partly because we do not really 6._____

know why we need sleep. We know we will missed it if we do not have it 7._____

but we know that no matter how much we try to resist that, sleep conquers 8._____

us in the end. We know that seven to nine hours after given in to sleep, 9._____

most of us are ready to get up again, or 15 to 17 hours after that, we are 10._____

tired once more.

Adapted from National Geographic. May 2010

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Candidate's Name : _____

Class	Register No.

TANJONG KATONG GIRLS' SCHOOL

MID YEAR EXAMINATION 2015
SECONDARY THREE

INSERT

1128/01 **ENGLISH LANGUAGE**
Paper 1

Thursday 30th April 2015 1hr 50min

INSTRUCTIONS TO CANDIDATES

This Insert contains **Section A.**
Write your answers in the spaces provided.
Fasten the completed Section A Insert on top of Section B of your Answer Paper.
Hand this in separately from Section C.

For Examiner's Use:	
A	/ 10
B	/ 30
C Qn No: ☐	/ 30
Total	/ 70
Parent's Signature	

The total marks for this paper is 70.

Setters : Mrs Loe & Ms Yogeswari
Markers : Mrs Loe, Mr Mutalib, Ms Yogeswari, Ms Shaikhah & Ms Quek

This Insert consists of 2 printed pages, including this page.

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Section A [10 marks]

Carefully read the text below that consists of 12 lines, about a security researcher who found a security flaw on Facebook. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

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

Examples:

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

My mother always wears sensible clothes. — √

Not many of us have heard of fatal familial insomnia (FFI). The main symptom

(in) FFI, is the inability to sleep. First the ability to nap disappears, — 1. of/for prep

then the ability to get a full night's sleep, until the patient cannot sleep at — 2. ✓

all. FFI is an awful disease, made even worse by (a) fact that — 3. the article

researchers know so little to understand why (that) happens, or how to — 4. this

stop it. FFI is extremely rare, known only in 40 families worldwide. If we — 5. ✓

do not know why we can't sleep, it is in (partly) because we do not really — 6. part adver

know why we need sleep. We know we (missed) it if we do not have it — 7. miss T

but we know that no matter how much we try to resist (that) sleep conquers — 8. it pronoun

us in the end. We know that seven to nine hours after (given) in to sleep, — 9. giving wf

most of us are ready to get up again (or) 15 to 17 hours after that we are — 10. and conj

tired once more.

Adapted from National Geographic Magazine, May 2010

1. Preposition
2. Correct
3. article
4. Demonstrative
5. Correct
6. Incorrect adverb
7. Tense

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Candidate's Name : _____

Class | Register No.

TANJONG KATONG GIRLS' SCHOOL

MID-YEAR EXAMINATION 2015
SECONDARY THREE

1128/01 **ENGLISH LANGUAGE**
Paper 1 Writing

Thursday 30 April 2015 1h 50min

INSTRUCTIONS TO CANDIDATES

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

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

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

At the end of the examination, fasten the Section A Insert on top of Section B of your Answer Paper. Hand this in separately from Section C.

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

INFORMATION FOR CANDIDATES

Additional materials: Answer Paper & Insert

The total marks for this paper is 70.

This document consists of 4 printed pages and 1 Insert.

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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 the web pages given, study the information carefully and plan your answer before beginning to write.

Every year, the school organizes self-improvement workshops for its Secondary Three students, with the purpose of equipping students with life skills that will come in useful in young adult life. Your Principal has decided that, this year, the students should have a say in the kind of self-improvement workshops they would prefer to experience.

Hence, each class has been asked to study the information extracted from three web pages on some workshops. As the Chairman of your class, you have gathered feedback on the two workshops that your classmates believe the Secondary Three cohort will enjoy and benefit most from.

Write a speech that you will deliver to the committee of teachers in charge of organising the self-improvement workshops, proposing which of the two workshops your class has decided on.

Your speech should include:

- How the students will benefit from each of the two workshops chosen;
- Why the students will find the workshops enjoyable;
- How the workshops support your school values.

Write your speech in clear, accurate English and in a persuasive tone, to convince the committee of your choice.

You should use your own words as much as possible.

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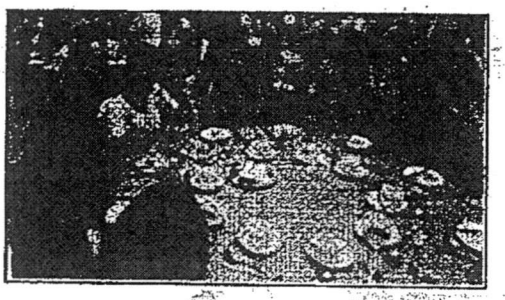
Workshop on Image Management

Our appearance, dressing, behaviour, manner of speaking and even body language are keys to projecting an image of a successful and confident person.

Learn how to create a positive first impression and how to dress appropriately for different occasions.



Workshop on Dining Etiquette



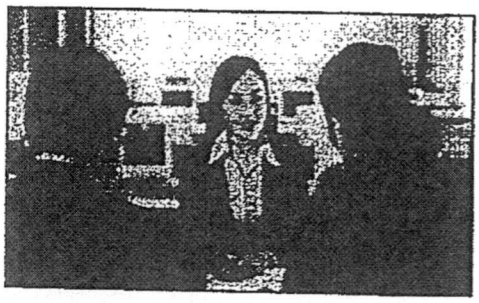
Our workshop will cover:

- Table manners
- Use of different cutlery
- Acceptable ways of consuming soup, bread roll, main course
- Making dinner conversations

Workshop on Interview Skills

You will undergo step-by-step training to prepare for an interview:

- Writing your résumé;
- Developing quick thinking skills;
- Speaking clearly and confidently;
- Answering questions about your abilities.



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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. 'People should be allowed to express themselves freely on social media.' What are your views?

2. Write about a time when you overcame challenges to achieve a goal that you had set for yourself.

3. Describe a place you visited as a child. What importance does this place hold for you?

4. 'Skills and knowledge acquired in the classroom do not prepare young people for the working world.' Do you agree with this statement?

End of Paper

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Candidate's Name: _____ Class | Register No

TANJONG KATONG GIRLS' SCHOOL

MID-YEAR EXAMINATION 2015
SECONDARY THREE

1128 /02 **ENGLISH LANGUAGE**
Paper 2

Thursday 30 April 2015 1h 50min

INSERT

READ THESE INSTRUCTIONS FIRST

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

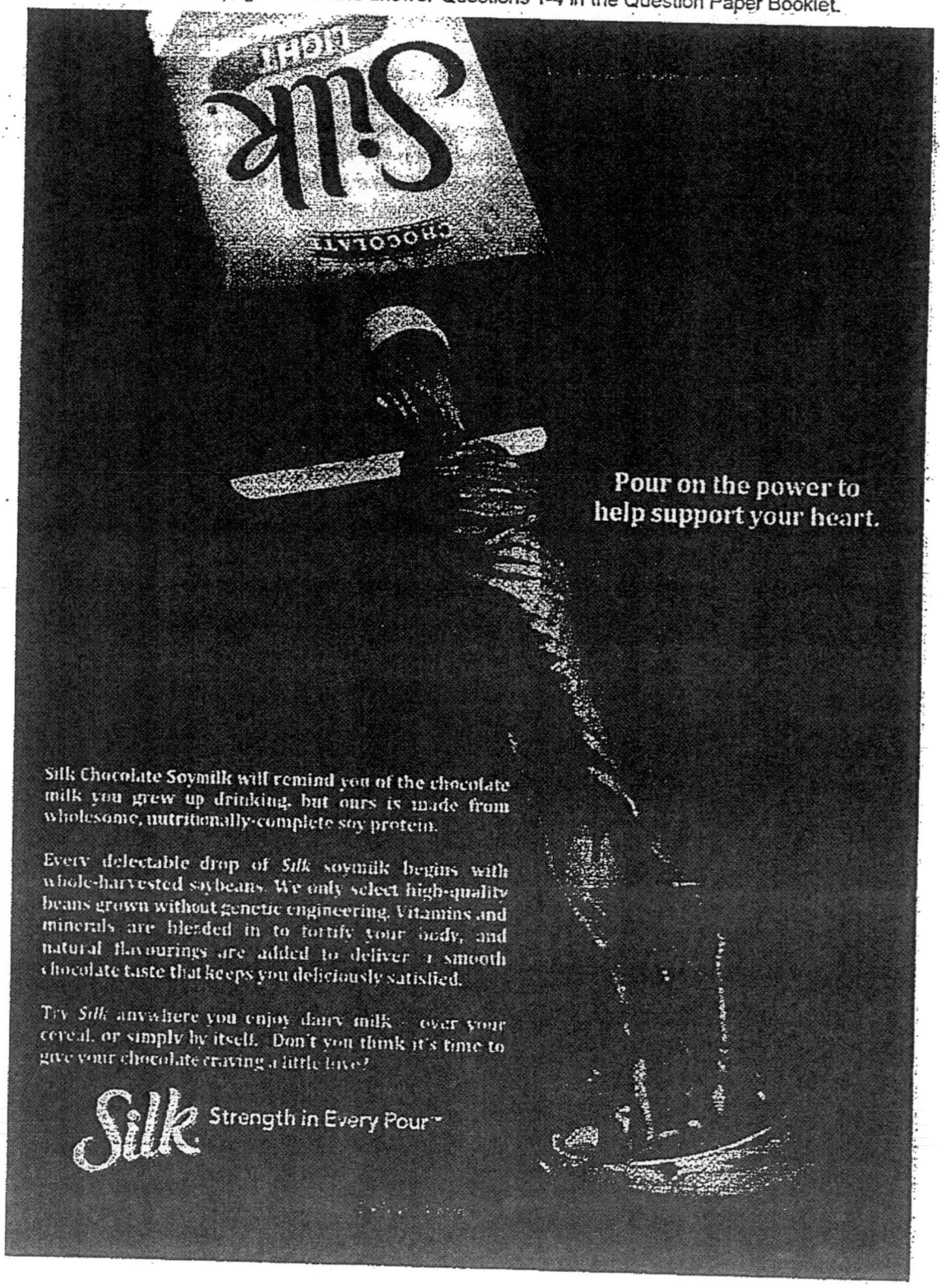
This Insert consists for 6 printed pages, including this page.

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Section A

Text 1

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



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Section B

Text 2

The text below tells of how young Jane Eyre helped a man who had fallen from a horse. Read it carefully, and answer Questions 5-15 in the Question Paper Booklet.

1 A rude noise broke in the distance. The din indicated that a horse was coming; yet the windings of the lane hid it. It was very near, but not yet in sight; when, in addition to the trampling, I heard a rush under the hedge, and out glided a great dog, whose black and white colour made him a distinct object against the trees. It was a lion-like creature with long hair and a huge head. However, it passed me quietly enough. The horse followed, and on its back a rider. He passed, and I went on a few steps.

2 A sliding sound and a clattering tumble caught my attention. Man and horse were down. The dog came bounding back, and seeing his master in a predicament, barked till the evening hills echoed the sound. He ran up to me; it was all he could do—there was no other help at hand. I obeyed him, and walked down to the man, by this time struggling himself free of his horse.

3 'Are you injured, sir?'
I think he was swearing, but could not be certain; however, he was saying something which prevented him from replying to me directly.
'Can I do anything?' I asked again.

4 'You must just stand on one side,' he answered as he rose, first to his knees, and then to his feet. I did, but I would not be driven quite away yet. Finally, the horse got up, and the dog was silenced with a 'Down, Pilot!' The man, now stooping, apparently something ailed him. He halted to the place from which I had just risen, and sat down.

5 I was in the mood for being useful, for I now drew near him again.
'If you are hurt, and want help, sir, I can fetch someone either from Thornfield Hall or from Hay.'
'Thank you. I shall do; I have no broken bones—only a sprain,' and again he stood up and tried his foot, but the result extorted an involuntary 'Ugh!'

6 I could see him plainly. His figure was enveloped in a riding cloak but I traced the general points of middle height and considerable breadth of chest. He had a dark face, with stern features and a heavy brow. He was past youth, but had not reached middle age. I felt no fear of him, only a little shyness.

7 If this man had smiled and been goodhumoured to me when I addressed him I would have gone on my way and not felt any need to stay. But the frown made me stay.

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8 'Excuse me,' he continued, 'necessity compels me to make you useful.' He laid a heavy hand on my shoulder, and leaning on me with some stress, limped to his horse. 'Thank you, now make haste with this letter to Hay, and return as fast as you can.'

9 I took up my gloves and walked on. My help had been needed and claimed; I had given it and I was pleased to have done something.

Adapted from *Jane Eyre* by Emily Brontë

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Section C

Text 3

The text below is about the fascinating world of life forms in the ocean that have the ability to make light. Read it carefully and answer Questions 16-23 in the Question Paper Booklet.

1 Steven Haddock, one of the world experts on life forms that make light, is about to nudge the ctenophore with a glass stick. Placed in a small dish, this newly captured sea creature is about two inches long, and looks like a gelatinous, transparent bell. We all lean forward, jostling each other to see. For a moment, a ghostly image of the ctenophore appears in the dish. An image made of bluish light swirls and gradually disappears, as if the creature has just dissolved.

2 It is beautiful, and in a way, secret. For this particular ctenophore lives far below the surface of the sea, and few humans have ever seen its kind, let alone its light. The ability to make light—bioluminescence—is both commonplace and magical. Magical, because of its glimmering and captivating beauty. Commonplace, because an astonishing array of life forms can do it.

3 The largest habitat on the planet by far, the ocean covers more than seven-tenths of the globe and has an average depth of about 12,000 feet. As a place to live, the ocean has a couple of peculiarities. The first is that in most of it, there is nowhere to hide. There is thus, a premium on invisibility. The second odd thing is that as you descend, the sunlight disappears. First red light is absorbed. Then the yellow and green parts of the spectrum disappear, leaving just the blue. By 700 feet deep, the ocean has become a kind of perpetual twilight, and by 2000 feet, the blue fades out too. This means that most of the ocean is pitch-dark. All day, all night. Together these factors make light uniquely useful as a weapon—or a veil.

4 Consider the problem of invisibility. In the upper layers of the ocean—the part where light penetrates—any life form that does not manage, somehow, to blend in with the water is in danger of being spotted by a predator—especially a predator swimming beneath, looking up.

5 Many life forms solve this problem by not being there at all. They avoid the light zone during the day, rising toward the surface only at night. Many others solve it by evolving into transparent creatures. On the dive, the firstthing you'd notice is that nearly all the life forms you meet are see-through. Taking a different approach, some fish—think sardines—dissolve their silhouettes by having silvery sides. The silver functions as a mirror and allows the animal to blend in by reflecting the water around it.

6 Then, there are some creatures which use light by illuminating their bellies so as to match the light coming down from above. This allows the animals to mask their silhouettes, donning a kind of invisibility cloak. The cloak can be turned on and off at will—and even has a dimmer switch. The shrimp *S. similis*, for example, can alter how much light it gives off depending on the brightness of the water around it. If a cloud passes overhead, briefly blocking the light, the shrimp will dim itself accordingly.

7 But if the aim is to remain invisible, why do so many creatures light up when they are touched or when the water nearby is disturbed? A couple of reasons.

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First, a sudden burst of light may startle a predator, giving the prey a chance to escape. Green bomber worms, for example, can throw their light grenades, and then disappear into the darkness while the predator is distracted by the light.

8 Second, on the principle "the enemy of my enemy is my friend", giving off light may serve to summon the predator of the predator. Known as the "burglar alarm" effect, this may be especially important for tiny life forms, such as dinoflagellates, that cannot swim fast: For such extremely small beings, water is too viscous to allow a quick getaway. The chief defense for these creatures is not fight or flight—but light. The dinoflagellates light up when their shrimplike predators disturb the water, allowing the fishes to better spot and eat the shrimp.

9 When light-up-on-disturbance life forms occur in large numbers—as they sometimes do—moving through them can be like traveling through a minefield of light. A fish moving fast lights up like a shooting star; a boat creates a bright, glowing wake. Thus, even in the deepest, darkest seas there's an art to remaining hidden.

Adapted from *Luminous Life* by Olivia Judson, National Geographic, March 2015.

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Candidate's Name: _____

Class	Register No

TANJONG KATONG GIRLS' SCHOOL

MID-YEAR EXAMINATION 2015
SECONDARY THREE

1128 /02 **ENGLISH LANGUAGE**
Paper 2

Thursday 30 April 2015 1h 50min

QUESTION BOOKLET

READ THESE INSTRUCTIONS FIRST

Candidates answer in the Question Booklet.
Additional materials: Insert

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, glue or correction fluid.

Answer **all** questions.
Write your answer in the spaces provided in the Question Booklet.
The Insert contains the text for all the sections.

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

For Examiner's Use	
Section A	/ 5
Section B	/ 20
Section C	/ 25
Total	/ 50
Parent's Signature	

This Question Booklet consists of 8 printed pages, including this page.

SA1 Tanjong Katong Girls' School 192
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Section A [5 marks]

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

Examiner's Use

1 Who might this advertisement target?

.....

..... [1]

2 What is striking and effective about the slogan, '*Silk: Strength in Every Pour*'?

.....

.....

.....

..... [2]

3 Write down two separate phrases from the text that suggests that the product is beneficial to health.

.....

..... [1]

4 Refer to the image of the ice cream cone used in the advertisement.

Quote one phrase from the text, which illustrates the quality of the product that the image illustrates.

.....

..... [1]

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Section B [20 marks]

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

Examiner's Use

5 Suggest what the narrator, Jane Eyre, intends to tell us about the noise she heard?

.....

..... [1]

6 'It passed me *quietly enough.*' (line 5) With reference to the italicised words, what had the narrator expected the dog to do?

.....

..... [1]

7 In paragraph 2 the narrator heard 'a sliding sound and a clattering tumble' (line 7). What do these sounds suggest about what had happened?

.....

.....

.....

..... [2]

8 According to paragraph 2, why did Jane help the fallen man?

.....

..... [1]

9 'The man, now stooping, apparently something ailed him. He halted to the place from which I had just risen, and sat down.' (line 19-20). In your own words, suggest what was wrong with the man's condition?

.....

.....

.....

..... [2]

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10 Give **two** pieces of evidence from paragraph 3-5 which suggest that Jane is kind?

Examiner's Use

.....

.....

.....

..... [2]

11 Identify a word or phrase in paragraph 6 that best conveys the following characteristics of the man:

Description	Word /Phrase
well built	
serious	
mature	

[3]

12 The narrator says 'But the frown made me stay' (line 32-33). Explain why she stayed.

.....

..... [1]

13 In paragraph 8, the man said to the narrator: 'necessity compels me to make you useful' (line 34).

(a) Why was it a 'necessity'?

.....

.....

..... [1]

(b) What is meant by the expression 'to make you useful'?

.....

.....

..... [1]

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14 From paragraph 9, explain **in your own words** why Jane was pleased.

Examiner's Use

.....

.....

.....

..... [2]

15 The structure of the text reveals certain qualities of the narrator. Complete the flow chart by choosing one phrase from the box to summarise these qualities in each part of the text. There are some extra words in the box you do not need to use.

Narrator's qualities:

obliging	curious	observant
careful	undeterred	altruistic

Flow chart

Paragraph 1-2: (a)

↓

Paragraph 3-4: (b)

↓

Paragraph 8-9: (c)

[3]

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Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 16-23.

Examiner's Use

16 In paragraph 1, which phrase provides evidence that every observer is intrigued by the ctenophore's ability to make light?

.....

..... [1]

17 Which word in paragraph 1 tells you that the ctenophore is a mysterious life form?

.....

..... [1]

18 **In your own words,** explain why the writer finds the ctenophore's ability to make light 'commonplace and magical' (lines 9-10).

.....

.....

.....

..... [2]

19 In paragraph 3, explain why invisibility could be a premium?

.....

..... [1]

20 In paragraph 3, what does the word 'twilight' (line 19) suggest about the ocean conditions at depths of between 700 to 2000 feet?

.....

..... [1]

21



Animals that are closer to the surface of the ocean are in more danger than those in deeper waters.

Maggie

Yes, but some have evolved features to minimize these dangers.



Matthew

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Examiner's Use

(a) Identify one piece of evidence from paragraph 4 that supports the claim made by Maggie.

.....

.....

..... [1]

(b) **In your own words,** explain how Matthew could establish his point with reference to one feature of the sardines.

.....

.....

..... [1]

22 In paragraph 9, write down in the table below, a phrase that suggests that the large gathering of life forms that can make light are:

a)	dangerous	
b)	beautiful	

[2]

23 **Using your own words as far as possible,** summarise how life forms in the ocean use their ability to make light to avoid their predators.

Use only information from paragraphs 6 to 8.

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

Some ocean creatures avoid predators by producing.....

.....

.....

.....

.....

.....

.....

.....

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Examiner's Use

No of words: [15]

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TANJONG KATONG GIRLS' SCHOOL

MID-YEAR EXAMINATION 2015
SECONDARY THREE

1128 /02 **ENGLISH LANGUAGE**
Paper 2

Thursday 30 April 2015 1h 50min

SUGGESTED ANSWERS

Setters: Mr Firdaus & Mdm Haryati
Markers: Mr Firdaus & Mdm Haryati

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Section A

1	Who might this advertisement target? [1] It might target people who are: • looking for **healthier beverage alternatives/ healthy soya milk or drink/ healthy and delicious drink** • need **beverages that supplement/ support a healthy body/ heart** • **health-conscious** • looking for a nutritious drink • lactose intolerant Clue can be found in the heading and sub-heading of the webpage. Not accepted People who: • Love or enjoy or drink chocolate milk/ soymilk. • General public • Adults/ older generation/ parents • Like chocolate • People who have heart-related diseases	Identify the purpose and audience of texts read or viewed.
2	What is striking and effective about the slogan, '*Silk*: Strength in Every Pour'? [2] **What is striking?** 'Silk' is often **attributed/ associated with the qualities of softness/ smoothness** but it is here **unusually compared/ juxtaposed** against 'strength', a **contrasting quality** that refers the benefit of the drink. [1] **How is it effective?** The contrast between the two words effectively highlights the **smoothness/ smooth texture** of the product as suggested by 'silk', and **emphasizes** the 'strength' or health benefits that one will gain from drinking it. [1] Or It is effective as it conveys the idea that the product has a smooth taste and is nutritionally complete. Or It emphasizes how the product has a smooth texture, yet gives you the needed strength/ energy/ nutrition. [1] Additionally, this serves to differentiate Silk from other similar products in the market.	Identify typographical and visual features. Show awareness of how the writer's use of language varies according to the purpose and audience for the writing to achieve impact
3	Write down two separate phrases from the text that suggests that the product is beneficial to health.	Use contextual

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	[1] The phrases are: • 'power to help support your heart' • 'vitamins and minerals are blended in' to 'fortify your body'. • 'nutritionally-complete soy protein' **No mark awarded for correct phrases that are not within quotation marks.** **Excess denied if answers include:** • ~~Pour on the power to~~ help support your heart. Not accepted: • 'Wholesome, nutritionally-complete soy protein' (there are 2 adjective phrases in here) • 'high quality beans grown without genetic engineering' • 'vitamins and minerals are blended in' (*focus* is on what goes into the product, and not how it benefits health) • 'nutritionally-complete' (counted as one word, not a phrase) • 'strength in every pour' (does not clearly explain how it is beneficial to health'	clues. Scan for details.
4	Refer to the image of the ice cream cone used in the advertisement. [redacted] from the text, which illustrates the [redacted] that the image illustrates. [1] The phrase is 'a smooth chocolate taste that keeps you deliciously satisfied'. **Explanation:** The image suggests that the beverage is as delicious and as satisfying as eating an ice cream! Consumers can opt for a healthier product without compromising on taste and satisfaction. **Excess denied:** '~~natural flavourings are added to deliver~~ a smooth chocolate taste that keeps you deliciously satisfied' **Not accepted:** • 'a smooth chocolate taste' (this is more accurately illustrated by the image of the person that is sliding along the flow/ stream of chocolate soymilk)	Make predictions about the content of a text using visual and text features. Identify and analyse techniques used in written and visual texts to achieve a variety of purposes.

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Section B

5	Suggest what the narrator, Jane Eyre, intends to tell us about the noise she heard? [1] The noice was unpleasant/very loud.	Provide and interpret evidence to support understanding
6	'It passed me *quietly enough*.' (line 5) With reference to the italicised words, what had the narrator expected the dog to do? [1] She had expected the dog to be move noisily as it was big in size and wild in appearance. - Explanation is not necessary.	Recognise writer's intention (eg through the use of words, literary language)
7	In paragraph 2 the narrator heard 'a sliding sound and a clattering tumble' (line 7). What do these sounds suggest about what had happened? [2] The horse might have slipped on the smooth surface of the road, [1] thus causing the rider to fall off. [1]	Recognise writer's intention (eg through the use of words, literary language).
8	According to paragraph 2, why did Jane help the fallen man? [1] There was no one else to help.	Provide and interpret evidence to support understanding
9	'The man, now stooping, apparently something ailed him. He halted to the place from which I had just risen, and sat down.' (line 19-20). In your own words, suggest what was wrong with the man's condition? [2] • he could not stand straight ('stooping') • he is in pain/troubled by some injury ('Something ailed him') • could not walk further ('halted to the place .. and sat down') Any 2 points.	Provide and interpret evidence to support understanding
10	Give two pieces of evidence from paragraph 3-5 which suggest that Jane is kind? [2] • Repeatedly asked the man him if he needed help (lines 13 & 16) • Gave suggestion on how she can help or offered to get help from nearby residences (lines 23-24)	Provide and interpret evidence to support understanding
11	Identify a word or phrase in paragraph 6 that best conveys the following characteristics of the man: [3]	Scan for details. Provide and interpret evidence to support

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		understanding

Description	Word/Phrase
well built	'of middle height and considerable breadth of chest'
Serious	'stern features'
mature	'past youth, but had not reached middleage'

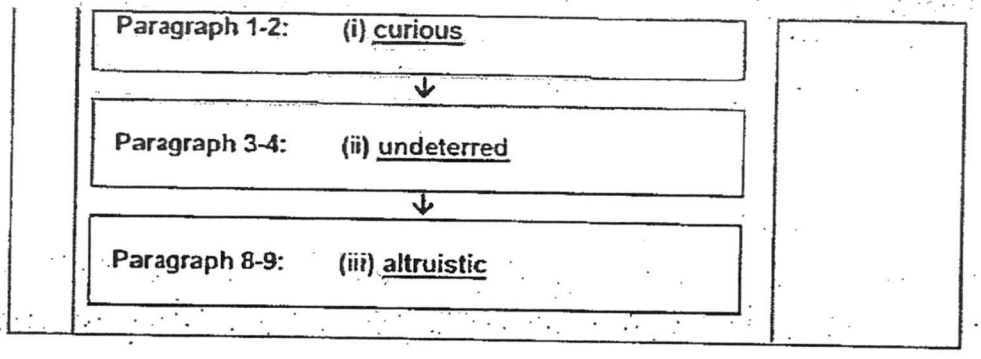
12	The narrator says 'But the frown made me stay' (line 32-33). Explain why she stayed. [1] She felt that something was not right as he seemed troubled by it.	Provide and interpret evidence to support understanding
13	In paragraph 8, the man said to the narrator: 'necessity compels me to make you useful' (line 34). (i) Why was it a 'necessity'? [1] He was in a helpless condition.	Provide and interpret evidence to support understanding
	(ii) What is meant by the expression 'to make you useful'? [1] He meant that the narrator was needed to carry out a favour for him.	Provide and interpret evidence to support understanding
14	From paragraph 9, explain in your own words why Jane was pleased. [2] *Students need to rephrase following line from passage: 'My help had been needed and claimed' (line 38)* She was pleased because her assistance ('my help') was required ('had been needed') [1] and was accepted ('claimed') [1]	Provide and interpret evidence to support understanding
15	The structure of the text reveals certain qualities of the narrator. Complete the flow chart by choosing one phrase from the box to summarise these qualities in each part of the text. There are some extra words in the box you do not need to use. [3]	Skim for gist/ main idea. Scan for details. Summarise ideas.

Narrator's feelings

obliging	curious	observant
careful	undeterred	altruistic

Flow chart

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Section C

16	In paragraph 1, which phrase provides evidence that every observer is intrigued by the ctenophore's ability to make light? [1] The phrase is 'all **lean forward**' (line 4) OR '**jostling each other to see**' (line 4). **No mark** awarded for 'all lean forward, jostling each other to see' because the answer comprises of two phrases.	Use contextual clues. Scan for details.
17	Which word in paragraph 1 tells you that the ctenophore is a mysterious life form? [1] The word is '**ghostly**' (line 5)	Use contextual clues. Scan for details.
18	**In your own words**, explain why the writer finds the ctenophore's ability to make light 'commonplace and magical' (lines 9-10). [2]	Paraphrase information or ideas. Skim for the gist/ main idea. Compare and contrast ideas.

Idea	From the passage	In your own words
commonplace	'because an **astonishing array** of life forms can do it' (line 11) **No mark** awarded for answers that do not accurately express the meaning of the phrase.	**astonishing** – surprising/ shocking, amazing/ astounding/ impressive/ unbelievable **array** – large range/ wide variety/ great or massive number/ so many other/ a lot/ myriad
magical	'because of its **glimmering** and **captivating** beauty' (line 10)	**glimmering** – shining/ shimmering/ glistening/ dazzling Not accepted – attractive appearance **captivating** – astonishing/ mesmerizing/ enchanting/ enthralling/ fascinating/ enticing/ eye-catching/ beauty/ intriguing/

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	attention-grabbing.	
19	In paragraph 3, explain why invisibility could be a premium? [1] Invisibility is a premium because 'there is nowhere to hide' (line 15). Students need to understand that invisibility is a *valuable /prized* ability, and hence a premium.	Make inferences to draw conclusions from contextual information and implied information.
20	In paragraph 3, what does the word 'twilight' (line 19) suggest about the ocean conditions at depths of between 700 to 2000 feet? [1] The ocean is **dark blue/ in semi-darkness/ visually obscure/ gloomy/ close to being pitch black/ almost completely dark** or **has poor visibility/ dimly lit conditions/ little light/ became darker and darker/ minimal light** No mark awarded for 'completely/ very dark'. Students are to: • Use prior knowledge of the word, 'twilight'. • Draw on contextual clues from the line, 'by 2000 feet, the blue fades out too' (line 19) which suggests that the reach of light diminishes between 700 to 2000 feet before it turns 'pitch-dark' (line 20) below 2000 feet.	Use contextual clues. Make predictions based on contextual clues. Make inferences to draw conclusions from contextual information and implied information.
21	Focus [redacted] Animals that are closer to the surface of the ocean are [redacted] than those in deeper waters. Yes, but some have evolved features to minimize these dangers. Maggie [redacted] Matthew (a) [redacted] one piece of evidence from paragraph 4 that supports the claim made by Maggie. [1] Evidence from paragraph 4 No mark awarded if evidence are not placed within quotation marks. The evidence is 'any life form that does not manage, somehow, to blend in with the water is **in danger of being spotted by a predator**' (line 23-24). Excess denied (ED) if answer	Provide and interpret evidence to support understanding. Evaluate information and line of thought for credibility and accuracy of ideas. Make connections between a text and other points of view.

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	does not address the focus of the question and includes: • 'In the upper layers of the ocean—the part where light penetrates' or • 'especially a predator swimming beneath, looking up.'	

(b) **In your own words**, explain how Matthew could establish his point with reference to one feature of the sardines.

[1]

Paraphrase information or ideas.

Provide and interpret evidence to support understanding.

Evaluate information and line of thought for credibility and accuracy of ideas.

Make connections between a text and other points of view.

From the passage	In your own words
'**dissolve** their silhouettes by having silvery sides' (lines 30-31) OR	dissolve – **break up/ blur/ mask/ hide/ conceal** silhouettes – **shape** or form or **outline of their body** by having silvery sides. Other accepted answers – **make their silhouette less obvious** or **clear**. appear to be invisible/ mask their presence/ conceal themselves by having silvery sides.
'**blend in** by **reflecting the water around** it' (lines 31-32)	blend in – **camouflage or go together or match with the surrounding water/ appear to be invisible/ mask their presence/ conceal themselves** reflecting the water around – **casting/ bouncing off light from the surrounding water**

Award one mark for accurate selection and paraphrasing of any one feature of sardines above.

[redacted]

Focus

22 In paragraph 9, [redacted] that suggests that the large gathering of life forms that can make light are:

[2]

Use contextual clues.

Make inferences to draw conclusions from implied information.

Select and evaluate relevant information

i)	[redacted]	'like travelling through a **minefield** of **light**' (line 54-55)

[redacted]

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				Excess denied and no mark awarded if answer include – 'moving through them can be'	for defined information needs.
[redacted]	←	ii)	[redacted]	'lights up like a shooting star' (line 55) or 'a bright, glowing wake' (line 55-56) Excess denied and no mark awarded if answer include – 'A fish moving fast' or 'a boat creates' Not accepted: 'an art to remaining hidden'	

Summary

23	**Using your own words as far as possible,** summarise how life forms in the ocean use their ability to make light to avoid their predators. **Use only information from paragraphs 6 to 8.** Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin). *Some ocean creatures avoid predators by producing…* [15] **Note**: Points should be phrased to answer on the methods used by sea creatures to escape predators.	Select and evaluate relevant information for defined information needs. Paraphrase information or ideas using own words. Summarise ideas from multiple paragraphs.

No	From the passage	In your own words
1	'*illuminating* their bellies so as to match the light ~~coming down~~ from above' (lines 33-34)	…*producing light* in their stomach that corresponds to the light from above.
2	'*allows* the animals to mask their silhouettes' (lines 34-35) x *shadow*	This *enables* them to conceal /disguise /hide their shape /outline/ form.
3	'cloak can be turned on and off at will—and ~~even has a dimmer switch~~' (lines 35-36)	The light can be switched on and off, and…
4	'~~S. similis~~… can alter how much light it gives off *depending on the brightness of the water around it*' (lines 36-38)	…can be adjusted according to the *brightness /luminosity of its environment.*
5	'a sudden *burst of light* may startle a predator' (line 42)	An unexpected /surprising *discharge of light* may shock /frighten a predator.

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6	'giving the prey a *chance* to escape' (lines 42-43)	...providing the prey *an opportunity* to get away /flee /take flight /take off.
7	'Green bomber worms...throw their light grenades' (line 43)	Green bomber worms hurl /toss light grenades and...
8	'then disappear into the darkness while the predator is *distracted* by the light' (line 44)	vanish /retreat into the darkness while its predator is *confused* by the light.
9	'light may serve to summon the predator of the predator' (lines 45-46)	Some use light to attract /draw the attention of the predator of *their* predator.
10	'The dinoflagellates light up when their shrimplike predators *disturb* the water' (lines 50-51)	As dinoflagellates glow when their shrimplike predators *stir up* the water,
11	'allowing the fishes to better able spot, and eat the shrimp' (lines 51-52)	...fishes can better locate /see, and consume /devour them.

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