Anglo-Chinese School (Barker Road)

PRELIMINARY EXAMINATION 2015

SECONDARY FOUR EXPRESS/FIVE NORMAL (ACADEMIC)

ENGLISH LANGUAGE
PAPER 1128/1

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your index number and name on all the work you hand in.
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 **Section C** write your answers on the separate Answer Paper provided.
At the end of the examination, please **detach Section A** and **submit Sections A, B and C separately.**

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

This paper consists of **5** printed pages.

21

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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 4, study the information carefully and plan your answer before beginning to write.

You are the Chairman of your Secondary Four class and have been asked by your class teacher to think of some post-exam activities for the graduating cohort of students. You want the activities to be meaningful yet enjoyable. You have seen some brochures advertising some such activities and have selected a couple. Your classmates have left the choice to you as to the type of activity.

Write a letter to your principal, stating clearly:

- two activities you have chosen
- how you will organise and carry out these activities
- why you think these activities will be beneficial to the students
- how students can share the highlights of their activities.

Write your letter in clear, accurate English, using a polite but persuasive tone, showing your enthusiasm for your selection and your conviction that your choice will best benefit the students.

You should use your own words as much as possible.

22

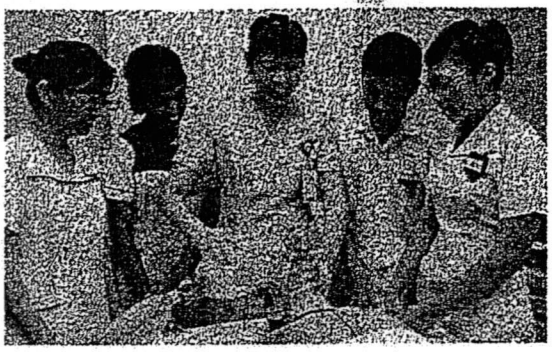
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PROGRAMMES AND ACTIVITIES STUDENTS CAN ENJOY!
Thinking of ways to spend your time wisely?

INDUSTRY ATTACHMENT

Short stints at work places
Hands-on experience and interaction with staff
Talks and forums covering relevant skills

OR



HEALTHCARE



NEWS AND MEDIA

'BIG BROTHER' PROGRAMME

Mentor an underprivileged child
Teach an interesting skill
Develop empathy and community engagement

OR



SPORTS



ART AND CRAFT

23

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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. "The best lessons in life are the ones where we make mistakes." Write about some occasions when you learnt from your mistakes.

2. Should holidays be a time for just relaxation? What are some of the ways in which teenagers can spend their holidays in a useful manner?

3. Which aspects of your school would make it an attractive choice to students considering their choice of secondary school?

4. "Blood is thicker than water". How far do you agree with this statement?

24

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INDEX NO: _____

SECTION A [10 marks]

Carefully read the text below, consisting of 12 lines, about the famous inventor, Leonardo Da Vinci. 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:

(This) delicious meals can be made quickly. ....These....

Europe is a popular travel destination. ....√....

In life, we sometimes come across people who excel at

almost everything, and Leonardo Da Vinci was one of the most 1.....

incredible example Talented artist, ingenious inventor 2.....

and revolutionary scientist are just one of the titles the 3.....

great Da Vinci held during his 67-year long life. When Da 4.....

Vinci lived a handful of centuries after we were even 5.....

thought of, it is many of his forward-thinking prototypes that 6.....

have provided the foundation for a most innovative 7.....

inventors in recent memory. Forever fascinated by the 8.....

possibility of flight, Da Vinci spent much of his times thinking 9.....

up ways to get mankind in the air–and perhaps more 10.....

importantly, how to get them back down safely.

25

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Anglo-Chinese School (Barker Road)

PRELIMINARY EXAMINATION 2015

SECONDARY FOUR EXPRESS/
SECONDARY FIVE NORMAL (ACADEMIC)

ENGLISH LANGUAGE
PAPER 1128/02

INSERT

1 HOUR 50 MINUTES

INSTRUCTIONS TO CANDIDATES:

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

This insert consists of 6 printed pages.

26

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TEXT 1

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



Flowery Fun Times Floral Display

Relive your childhood as we bring to life some of your favourite nursery rhymes! Step into a world filled with beloved characters such as Mary and her little lamb, the old lady in her shoe, and Old MacDonald with his farm animals. Amidst a field of colourful Lupins, Delphiniums and Foxgloves, find Humpty Dumpty before his fall and visit Mary, Mary, Quite Contrary in her garden! Local favourites such as "客人来" will be featured as well!

"Flowery Fun Times" is the third of six chapters in Gardens by the Bay's storytelling journey in 2015. This enchanting series of floral displays for the year will draw visitors into the magical world of folklore, legends, fairy tales and nursery rhymes as told through the language of plants.

SG50 Special - Free Admission for Seniors

In celebration of SG50, local seniors (aged 60 and above) can enjoy free entry into two conservatories. Accompanying caregivers of seniors can also enjoy 50% discount into two conservatories. Valid from 1 June to 31 August 2015.

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Text 2

In the text below, the writer describes the life and career of a Brazilian politician. Read it carefully and answer Questions 5 - 14 in the Question Paper Booklet.

1 If the story of Brazil since the 1950s has been about the movement of millions of poor from the country to the city, then few people's lives capture this better than that of Marina Silva. An illiterate rubber-tapper who worked in the Amazon until the age of 16, she has gone on to become a senator, environment minister and two-time presidential candidate.

2 But if her mind has firmly made the migration to modern Brazil, the spirit of this potential future president seems still to wander in the village of her childhood where an uncle trained her in the art of extracting latex from the trees. "I miss them, of course," she said of the rubber plantations. "I always say I was illiterate until I was 16 but I already had a PhD in the ways of the world."

3 Forthright, earnest and idealistic are words that spring to mind when meeting Silva. The secret to her appeal is that she has convinced voters that she is that rarest of politicians, one who honestly believes in what she is saying. This is particularly appealing in Brazil, which has scores of political parties but most with one ideal — power.

4 While her rivals sell a patchwork of populist policies, she offers a more holistic vision of the future — Brazil as a society that is economically successful yet respected in the world for its humanity and environmental and social consciousness. Moreover, she is also a woman and black in a country in which both groups are poorly represented in politics and she seems to capture the rising protest vote in Brazil.

5 Born in 1958, Maria Osmarina Marina Silva Vaz de Lima was one of 11 children. Her father, one of the few in their community who could read or write, counted the takings of his colleagues to see that the *patrão*, or boss, of the plantation did not rip them off. Her mother was an avid seamstress, her aunt a midwife. None of them demanded money for their services.

6 Her uncle taught her about "the behaviour of birds, the fragility of the trees, the diversity of the animals". "I learnt from him many things in silence because he spoke very little," she says. She lost her mother at 15 and three siblings to disease. Regularly ill, she left the *rubber plantations* to seek treatment and to study to become a nun.

7 In the nearby state capital of Rio Branco, Silva learnt to read while working as a maid. She earned a degree in history. She became an evangelical Christian, married twice and had four children. She began her political career as a unionist in 1984, working alongside Chico Mendes, the late Brazilian environmentalist who helped the rubber-tappers fight ranchers trying to clear their forests.

8 Around this time, she also helped Luiz Inácio Lula da Silva — the man who would become Brazil's most popular leader — stage one of his many campaigns for the presidency. The former unionist appointed her his environment minister when he finally won office in 2003. She engineered a sharp fall in the destruction of the Amazon by cracking down on errant farmers.

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9 Silva staged the first of her presidential bids for the green party in 2010. With almost no party infrastructure or TV advertising time, she still managed to win 19.6 per cent of the vote in the first round, establishing herself as a force in Brazilian politics. She said the vote was a demonstration of the desire for change in Brazil, for leadership that "unites the country around what is important".

10 She tried and failed to register her own party in this year's elections and ended up joining another opposition leader, the former governor of the northeastern state of Pernambuco, Eduardo Campos, as his running mate. Then in August, fate intervened: Campos was killed in a plane crash. Silva was unexpectedly thrust into his Brazilian Socialist Party's candidacy for president. "I took his place with less than 40 days to go before the election. It was a fragile campaign structure," she says. But she rode a sympathy vote to the top of the opinion polls. The markets rallied to her support, tired of Rousseff's brand of economic interventionism.

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Text 3

The text below is about the process of depopulation in Spain. Read it carefully and answer Questions 15 – 20 in the Question Paper Booklet.

1 People have been leaving the village of Motos for as long as Matías López can remember. Five years ago, there were still 10 inhabitants. Now the local cemetery is almost full, with just two grave sites left unoccupied.

2 "You get used to the loneliness," says Mr López, 76, as he watches his sheep graze on the meadow above Motos. Besides, he adds, "there is nothing better than a man alone who can live with himself".

3 Such endurance, however, is becoming increasingly rare. All around Motos, villages are gradually being abandoned. A process of depopulation and rural flight that has lasted more than five decades is drawing to its seemingly inevitable conclusion. What is left behind is a region twice the size of Belgium but so devoid of people that it rivals the Arctic provinces of Lapland as the least populated zone in Europe.

4 "The problem is not just the extreme depopulation," says Francisco Burillo, a history professor at the University of Zaragoza and a local campaigner. "This is the most disjointed region in all of Spain and the entire European Union." He points out that the area of concern, the so-called Celtiberian highlands, spans five autonomous Spanish regions and nine provinces. That makes it difficult to formulate a coherent policy.

5 Reversing the population slide is made harder still by the absence of a big city, and the unusually large number of tiny villages. Many are poorly connected by road and are hours from the nearest rail station.

6 "If we don't change the trend, we will have the biggest population desert in the European Union," says Prof Burillo, warning that the worst-affected areas are already "biologically dead". The average male age in the Montes Universales, the remote region surrounding Motos, is 57. In many villages, children are a rarity. The fate of the Celtiberian highlands is mirrored in other thinly populated regions such as Galicia and Aragón. But it is also emblematic of demographic trends afflicting Spain.

7 Thanks to strong economic growth and an unprecedented housing boom, the country became a magnet for migrant workers from Latin America, eastern Europe and north Africa in the years leading up to the financial crisis. The population soared from 40 million in 1999 to 47 million in 2010, one of the most dramatic demographic transformations in recent European history.

8 Now, however, that trend has gone into reverse. With unemployment still stuck at more than 23 per cent, hundreds of thousands are leaving the country every year. Coupled with Spain's notoriously low birth rate, this shift means that Spain is shedding residents at an alarming pace. According to the national statistics office, the country will lose more than 1 million inhabitants over the next 15 years. For Spain, that decline may be manageable. But in the remote villages of Teruel and Guadalajara, even losing a few dozen residents can spell disaster.

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9 Jesús Alba, the mayor of Checa, a pretty mountain village half an hour's drive from Motos, said, "Checa is at the limit," says Mr Alba. "Right now we still have a medical centre. We have a bank. We have a restaurant and a couple of bars. But if we lose more inhabitants we won't be able to hold on to those services."

10 Keeping the local school is crucial, says Juan Vicente Aparicio, the mayor of nearby Orihuela del Tremedal. "The moment when there are not enough children to keep the school going, that is when you know that the village is finished. People don't move to places where there is no school," he says.
Orihuela's school is housed in an expansive building far too large for its 38 pupils. The school in Checa is smaller still, with just 25 children.

11 Mr Alba admits that there is no easy solution to halt the slide. He travels to Madrid frequently to raise the plight of his region with senior politicians. More investment and better incentives for businesses to relocate would help, he says.

12 Mr Alba also hopes to establish a regional quality brand to improve the marketing of the meat, grain, potatoes and other goods produced in the region. The abundant forest could easily support a factory to produce wood pellets, he argues.

13 Yet for all the activism, there is no sense yet that a turnaround is at hand. "When I go to Madrid to speak with the high-ups, I always ask them the same thing: 'Do you actually want people to live in the countryside? Or do you want us all to live in the city?' "

Text 1 – Adapted from Gardens By The Bay Website
Text 2 - Adapted from The Financial Times Weekend, 12 December 2014
Text 3 - Adapted from FT Weekend Magazine, 2014

29

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INDEX NUMBER :	
Section A :	/ 5
Section B :	/ 20
Section C : *(Text 3)*	/ 10
Section C : *(Summary)*	/ 15
TOTAL :	**/ 50**

Anglo-Chinese School
(Barker Road)

PRELIMINARY EXAMINATION 2015

SECONDARY FOUR EXPRESS / FIVE NORMAL(ACADEMIC)

ENGLISH LANGUAGE
PAPER 1128/02

1 HOUR 50 MINUTES

INSTRUCTIONS TO CANDIDATES:

Write your index number on the top of the Question Paper Booklet.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.
Write your answers in the spaces provided on the Question Paper Booklet.
Hand in Question 20 separately.

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

This paper consists of 10 printed pages 30

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Section A [5 marks]

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

1 What is the main purpose of this advertisement? [1]

2 Who is the target audience? [1]

3 What does the heading "Flowery Fun Times Floral Display" suggest about the programme? [1]

4 How does the picture illustrate the main message of the event? [2]

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Section B [20 marks]

Refer to Text 2 on page 3 - 4 of the Insert for Questions 5 – 14.

5 In Paragraph 1, the writer wrote about the development of Brazil.
Quote a phrase that shows social mobility in Brazil. [1]

6 In Paragraph 2, Silva says "I always say I was illiterate until I was 16 but I already had a PhD ~~PHD~~ in the ways of the world".
What is unusual and effective about the phrase "PhD in the ways of the world"? [2]

7 State one quality which most politicians display in Paragraph 3. [1]

8 In Paragraph 4, the writer describes the different approaches to politics and Maria's entrance into the world of politics.

(a) The writer says "While her rivals sell a *patchwork* of *populist* policies, she offers a more *holistic* vision of the future".
Explain what these words suggest about the qualities of the policies. [3]

Word/phrase	Qualities of the policies
Patchwork	
Populist	
Holistic	

3 1

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(b) Explain, in your own words, the obstacles Maria faced. [2]

9 In Paragraph 4, the writer says "both groups are poorly represented in politics and she seems to capture the rising protest vote in Brazil".
Identify a phrase that suggests that people are increasingly discontented with Brazil's current political system. [1]

10 In Paragraph 5, the writer tells us that Maria's father had to "count the takings of his colleagues to see that the patrao, or boss, of the plantation did not rip them off".
In your own words, explain what impression the writer has of the patrao. [1]

11 In Paragraph 5, the writer tells us that "none of them demanded money for their services".
What does this suggest about Maria's family? [1]

12 In Paragraph 8, the writer tells us that Maria "engineered a sharp fall in the destruction of the Amazon by cracking down on errant farmers".
Identify a word that has the same meaning as thorough planning. [1]

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13 At the end of the text, the writer traces the upturn in Silva's political career. Explain how the language used in Paragraph 10 shows the sudden turn around in Silva's political career. [3]

14. The structure of the text reflects the character of Silva. Complete the flow chart by choosing one word from the box to summarise the character described in each part of the text. There are some extra words in the box that you do not need to use. [4]

resilient	formidable	intelligent	sincere	supportive	pious	charming

Paragraph 3 : (i) _____

Paragraph 6 : (ii) _____

Paragraph 8 : (iii) _____

Paragraph 9 : (iv) _____

32

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Section C [25 marks]

Refer to Text 3 on page 5 - 6 of the Insert for Questions 15 – 20.

15 What does 'endurance' in paragraph 3 refer to? [1]

_____

16 Identify the word or phrase from paragraph 3 which means the following : [2]

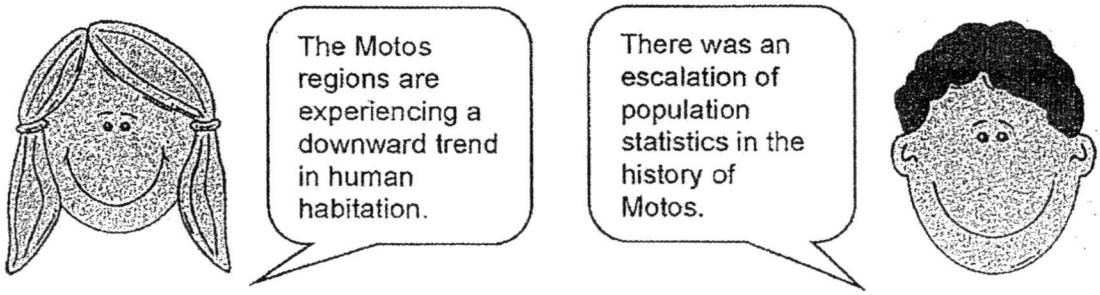
(i)	movement into the city	
(ii)	unavoidable	

17 According to Burillo, why is it difficult to formulate a 'coherent policy'? **Answer in your own words.** [2]

_____

_____

18 Here is a part of the conversation between two students, May and Alan who have read the article.



May Alan

(i) State an evidence from paragraph 6 that supports May's view. [1]

_____

_____

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(ii) Explain how Alan would justify his position, with reference to paragraph 7. [2]

19 From paragraph 10, state two reasons why it is important to maintain a sufficient number of children in the villages. [2]

(i)

(ii)

33

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INDEX NO: _____

[Detach this page and hand in separately]

20 Using your own words as far as possible, summarise the causes and consequences of rapid depopulation. [15]

Use only information from paragraphs 4 – 9.

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).

Spain's rapid depopulation and rural flight is the result of ... ...

34

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No. of words : /80

End of Paper

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Secondary Four Express/Five Normal Academic
English Language

Preliminary Examination 2015

Marker's Report – Paper 2 Sections A and B

Section A (Visual Text)

Q. 1 – *What is the main purpose of this advertisement?*

It was not enough to just say 'to inform people about…' or 'to promote…' or 'to advertise…' as Gardens by the Bay clearly want 'people' to not merely know about the Nursery Rhymes display, but to actually go and visit it.

Simply saying 'Gardens by the Bay' was not accurate enough, as the advertisement is specifically about the 'Nursery Rhymes Floral Display', so it was therefore necessary to state this, in order to receive the mark.

Q. 2 – *Who is the target audience?*

The target audience cannot be 'children', as the advertisement says it wants people to 'relive' their childhood, which children obviously cannot do as they are still actually 'living' their childhood.

'People who like flowers' was not really acceptable, as this could mean or refer to botanists, for example. The answer needed to specify people who like to look at 'floral displays' in order to receive the mark.

'People who want to relive their childhood' was not acceptable, as there would be other people going to see the floral displays who were not trying to 'relive' their childhood – and, in any case, reliving childhoods can be done in other ways and at other times, not only by visiting the displays.

Q. 3 – *What does the heading 'Flowery Fun Times Floral Display' suggest about the programme?*

The key word in this question was 'suggest'. As such, answers should not have included the word 'fun' in them, as the word 'fun' appears in the title of the display itself and so cannot be 'suggested'. Many answers did include the word 'fun' and so did not receive any mark because of this. The following words were

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appropriate and acceptable: beautiful, colourful, entertaining, exciting and even enchanting.

Some answers included the word 'engaging', which seemed to have been used as a verb in many cases and so was not acceptable.

Q. 4 – *How does the picture illustrate the main message of the event?*

Many answers did not receive either one or two marks because they were inaccurate in terms of identifying what was being displayed in the picture. The scene clearly shows a shoe. As 'the old lady who lived in a shoe' was referred to in the text itself, this should have resulted in this particular nursery rhyme being identified as the one depicted in the picture – not 'Old MacDonald' and his farm, as was unfortunately the case on too many occasions.

Other answers mistakenly and wrongly referred to 'fairy tales, legends and folklore', when the text clearly refers to and specifies 'nursery rhymes'. The text also states that the 'Flowery Fun Times' display is the third of six displays in a story-telling series, indicating that the others would have featured or would be featuring fairy tales, legends and folklore.

Section B (Narrative Text)

Q. 5 – *In Paragraph 1, the writer wrote about the development of Brazil. Quote a phrase that shows social mobility in Brazil.*

For this question, the phrase had to be an exact and precise quotation from paragraph 1, namely 'movement of millions from the country to the city'.

Any variation from this would have resulted in no mark being awarded.

Q. 6 – *In Paragraph 2, Silva says "I always say I was illiterate until I was 16 but I already had a PhD in the ways of the world". What is unusual and effective about the phrase "PhD in the ways of the world"?*

In a number of answers, the interpretation of the quotation by Silva was the problem. She does not mean, literally, that she had a PhD at all and the phrase, 'PhD in the ways of the world' is a figure of speech only. In a surprisingly large number of answers, however, the phrase had been taken to mean that she did, literally, have a PhD and this, in itself, meant that at least the first part of the answer was not acceptable (in some cases, both parts of the answer.)

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In order to be eligible to receive two marks for this question, answers not only needed to be correct, but also had to follow the protocol for this type of question in terms of how the answer was presented. The protocol is as follows – and students are strongly advised to remember and follow this in the actual 'O' Level examination itself:

One sentence, beginning with the words, 'It is unusual because...', to explain HOW and WHY the phrase is unusual, followed by another sentence, beginning with the words, 'It is effective because...', to explain HOW and WHY the phrase is effective.

For example:

It is unusual because a PhD is normally associated with academic qualifications from an educational institute, which Silva didn't have when she was 16. It is effective because it shows how knowledgeable and experienced Silva was at 16, even though she hadn't had any formal schooling at that stage of her life.

Q. 7 – *State one quality which most politicians display in Paragraph 3.*

Too many answers disappointingly just said 'power', which is a noun, not a quality, and so was unacceptable. 'Power-hungry' was the correct and acceptable quality here.

Q. 8 (a) – *The writer says "While her rivals sell a patchwork of populist policies, she offers a more holistic vision of the future." Explain what these words suggest about the qualities of the policies.*

The key word in the question itself was 'suggest', as this indicates that an inference has to be made here; also, that answers should not include or make use of any words that appear in either the quotation, the question or the table.

Examples:

The word 'qualities' appears in both the question and the table, so should not have been used in any answer.

The word 'popular' is very similar to 'populist', which itself appears in both the quotation and the table and so should not have been used in any answer.

An important point to remember here – and indeed for any question where an explanation of what words mean or suggest is required – is that it is not possible to explain what a word means or suggests by using either the same word itself or a variation of it.

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For 'patchwork', the following words were acceptable as explanations: random, messy, sloppy, poorly done. 'Incomplete' was not acceptable, as a 'patchwork' can most certainly be complete and 'incomplete' does not necessarily relate to quality in any case.

For 'holistic', the word 'wholesome' was not acceptable, as this relates to 'health', rather than something that is 'comprehensive' or 'well-rounded'.

Q. 8 (b) – *Explain, in your own words, the obstacles Maria faced.*

The key words to note here were 'in your own words', which had clearly not been taken note of in a large number of answers, as the words 'black' and 'woman' appeared in them and so would have rendered such answers ineligible to receive any marks, as the two words both appear in the text.

'Skin colour' was rather too vague and needed to be clarified.

'Race' and 'ethnicity' are not necessarily the same thing, so answers which used the latter word would not have been awarded a mark for doing so.

Some answers talked about Silva being in a 'minority', that itself was not an obstacle as such. Furthermore, being a woman does not constitute being in a 'minority'.

Q. 9 – *In Paragraph 4, the writer says, "both groups are poorly represented in politics and she seems to capture the rising protest vote in Brazil". Identify a phrase that suggests that people are increasingly discontented with Brazil's current political system.*

Many answers lost the mark here for 'excess denies'. When 'capture the' or 'she seems to capture the' are added to the actual answer ('rising protest vote') they change the context and so render the answer, as it stands, unacceptable.

Conversely, although the words, 'in Brazil' were also not required as part of the answer, adding them to the actual answer did not change the context and so those answers that included them were still awarded the mark.

The word 'rising' was necessary here, as the question asked for a phrase that suggests people are '***increasingly*** discontented' and not merely 'discontented', which is what 'rising' indicates.

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Q. 10 – *In Paragraph 5, the writer tells us that Maria's father had to '"count the takings of his colleagues to see that the patrao, or boss, of the plantation did not rip them off." In your own words, explain what impression the writer has of the patrao.*

Another 'own words' question, so 'rip them off' should not have appeared in any answers.

What was required here were – ideally – adjectives or character traits to describe what kind of people the patraos were. Hence, 'dishonest' or 'greedy' (ie. for money, which should have been specified) were the given answers, but other words such as 'cunning', 'deceitful', 'cheats' or even 'scammers' would have been accepted, if used accurately.

Q. 11 – *In Paragraph 5, the writer tells us that "none of them demanded money for their services". What does this suggest about Maria's family?*

As with Question 10, the best way to answer this question would have been to use adjectives or character traits to describe the family. Hence, 'generous', 'giving' and 'caring' were the given answers. 'Charitable' was another possibility. However, 'humble' was used in a number of answers but was not acceptable, as this only suggests that the family were not proud, rather than that they 'took care of' their colleagues and 'looked out for them', which was what was required in terms of an answer.

Q. 12 – *In Paragraph 8, the writer tells us that Maria "engineered a sharp fall in the destruction of the Amazon by cracking down on errant farmers". Identify a word that has the meaning as thorough planning.*

Most answers for this question were correct, but some chose the word 'cracking' instead of 'engineered', which was both surprising and disappointing, as it indicates a limited vocabulary.

Those students who did not get this question correct should make a genuine effort to rectify gaps and shortcomings in their vocabulary in the time available to them before their 'O' Level examination.

Q. 13 – *At the end of the text, the writer traces the upturn in Silva's political career. Explain how the language used in Paragraph 10 shows the sudden turn around in Silva's political career.*

For practical reasons, this is an important question because it is worth three marks (out of a total of 20 for Section B). Unfortunately, and by and large, the

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question was not answered successfully and so 1, 2 or even 3 marks were lost by many students here. It is therefore important that those students who did lose marks for this question understand why they did so – and how they can improve their chances of not doing so again in the actual 'O' Level examination.

The key word in the question itself was 'sudden', as answers should have included an indication of this in the selection of quotations/evidence. This, alone, was where many marks were lost for Question 13 – through a failure to focus on the suddenness of the turnaround in Silva's political career.

As with Question 6, there is a definite protocol to be observed and followed for this type of question, so answers here need to be both correct AND presented in accordance with this protocol. The protocol in question is as follows:

First quotation (ie. evidence) + introduction of explanation (in this case, 'suggests that') + explanation.

Second quotation (ie. evidence) + introduction of explanation (in this case, 'suggests that') + explanation.

Third quotation (ie. evidence) + introduction of explanation (in this case, 'suggests that') + explanation.

The introductory word (ie. verb) or phrase for the explanation does not always have to be 'suggests that'. Alternatives can be 'shows that' or 'indicates that'. Sometimes, the question itself will give a clue or indication in its own wording as to what the introductory 'verb' should be. If not, students should exercise their own discretion as to which particular 'verb' they consider to be the most suitable for the particular question they are asking.

The bottom line here is that ONE MARK will be awarded for each correct and appropriate point, consisting of the three components of quotation/evidence + introductory phrase + explanation respectively. Answers that do not follow this protocol will almost certainly render themselves ineligible to receive any marks at all.

Some answers referred to 'fate' intervening and resulting in the death of Campos, but there is no reference in the paragraph to this being 'sudden', whereas the next sentence does use the word 'unexpectedly', which is related to suddenness and so was one of the three acceptable examples or pieces of evidence.

For the quotation, 'rode a sympathy vote to the top' too many answers merely said that Silva quickly gathered support, without making any reference to the words 'sympathy vote' – or in some cases they merely repeated the word

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'sympathy', which was not acceptable. A different word was required –such as 'empathy'.

The 'markets rallied to her support' refers to the financial markets, such as the stock exchange, and not street markets, which is how many answers appeared to have interpreted the word, as they stated that 'many people' started to support Silva. The point here was that the sudden and rapid rise in the price of stocks and shares was an indication that Silva was quickly garnering the support of the business and financial sectors in Brazil.

Q. 14 – *The structure of the text reflects the character of Silva. Complete the flow chart by choosing one word from the box to summarise the character described in each part of the text. There are some extra words in the box that you do not need to use.*

In a large number of cases, this question served to 'save' students from obtaining an embarrassingly low total mark for Section B, as many managed to achieve 3 or 4 marks here, which for some students almost doubled their total mark at a stroke! Whilst it was pleasing to see so many students scoring well for this question, it should not be the case that they are dependent on it to 'rescue' them from what would otherwise have been something of a disaster, as far as their total mark for Section was concerned. The key requirement for overall success is to score well across the whole of Section B, so students are strongly encouraged to take note of the advice and comments that have been given in this report, in the hope that they may indeed be able to perform better in the actual 'O' Level examination than they did in the Preliminary Examination.

Mr Graham Whiteley
(Marker)

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