Founded 1842

St. Margaret's Secondary School
Secondary Four Express / Secondary Five Normal Academic

Preliminary Examinations 2015

ENGLISH LANGUAGE 1128/01
Paper 1 Writing
Insert

September 2015

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A.**

Write your answers in the spaces provided.

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ANSWER KEY

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the sharp rise in cancer cases in Singapore. 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 beautiful clothes. √

Each day, thirty-six people in Singapore are told that they have cancer,

marking **the** worrying rise in our country's top killer. Cancer cases have 1 a

jumped **to** about 17 per cent since 2010, despite certain cancers being 2 by

preventable if people choose healthier lifestyles and drop bad habits. 3 √

The rate at which cancer occurred **to** the population in the last decade 4 in

was higher **then** in preceding decades. However, experts say that four in 5 than

ten cases of cancer can be prevented. This is if people adopt certain 6 √

lifestyle habits, like not smoking, **keep** a healthy body weight and cutting 7 keeping

back on alcohol. The Health Promotion Board, which **releases** the 8 released

interim annual report on **trend** in local cancer incidence recently, said 9 trends

forming healthier habits **take** time. Lifestyle and environmental factors 10 takes

will take time to change.

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ST. MARGARET'S SECONDARY SCHOOL

Preliminary Examinations 2015

CANDIDATE NAME

CLASS | | | | REGISTER NUMBER | | |

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

19 August 2015

Secondary 4 Express / 5 Normal (Academic)

1 hour 50 minutes

Additional Materials: Answer Paper
Insert

READ THESE INSTRUCTIONS FIRST

Write your class, register number and name on all 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 on the Insert.
For **Section B** and **Section C** write your answers on the separate Answer Paper provided.
At the end of the examination, fasten your work securely together as instructed.

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

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This document consists of **4** printed pages and **1** Insert

[Turn over

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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 students' proposals on page 3, study the information carefully and plan your answer before beginning to write.

Your school would like to organise an event that aims to enhance the school spirit and involve the community living in the estate where your school is located. As a student leader, you have studied the students' ideas. On behalf of your schoolmates, you are to propose one of the events that the school would enjoy organising to come together to work with the community.

Write a speech, to be delivered to a panel comprising your school Principal, teachers and student representatives, stating clearly:

- which of the two events you would recommend
- how the students and the community will be involved
- how the event will be organised
- why you think this event will be meaningful

Write your speech in clear, accurate English and in a persuasive tone, to convince your Principal, teachers and schoolmates that your suggestion will benefit both the school and the community more than the other.

You should use your own words as much as possible.

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Students' Proposals

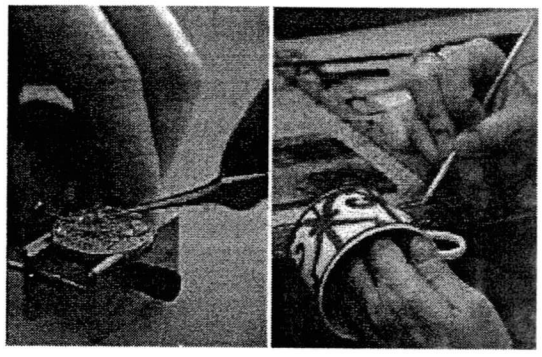
Event 1: A Funfair



- Individuals and classes set up stalls and classes compete on sales



- Guest vendors

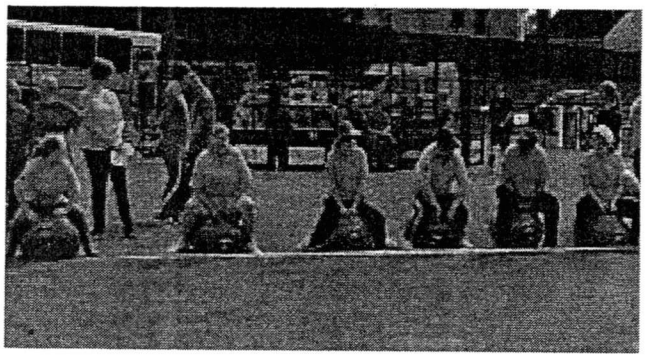


- Exhibition and sale of local handicrafts

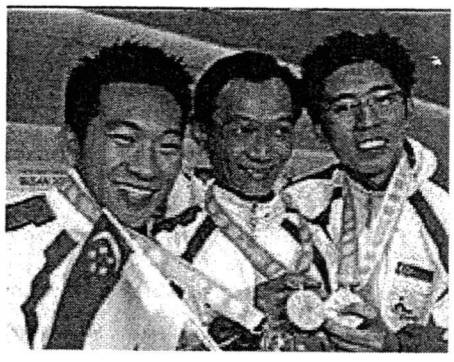
Event 2: A Sports Day



- Individual races and Inter-class competitions



- Invitation competitions



- Showcase and meet local sporting heroes

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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 one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

1 "Young people in Singapore should contribute more to improving the local community." What are your views?

2 Describe some of your experiences on public transport. How important is it to show consideration to fellow commuters?

3 Which events in your country have made an impact on you this year, and why?

4 Other than bringing you into this world, what do you consider to be the best thing your parents have done for you? How has this made you who you are?

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Founded 1842

ST. MARGARET'S SECONDARY SCHOOL

Preliminary Examinations 2015

CANDIDATE NAME

CLASS | | | | REGISTER NUMBER | | |

ENGLISH LANGUAGE

1128/01

Paper 1 Writing
Insert

19 August 2015

1 hour 50 minutes

Secondary 4 Express / 5 Normal (Academic)

Additional Materials: Nil

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A.**

Write your answers in the spaces provided.

40

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the sharp rise in cancer cases in Singapore. 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.

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I arrived (to) my destination at 2pm. **at**
My mother always wears beautiful clothes. √

Each day, thirty-six people in Singapore are told that they have cancer,

marking the worrying rise in our country's top killer. Cancer cases have 1_____

jumped to about 17 per cent since 2010, despite certain cancers being 2 _____

preventable if people choose healthier lifestyles and drop bad habits. 3_____

The rate at which cancer occurred to the population in the last decade 4 _____

was higher then in preceding decades. However, experts say that four in 5 _____

ten cases of cancer can be prevented. This is if people adopt certain 6_____

lifestyle habits, like not smoking, keep a healthy body weight and cutting 7_____

back on alcohol. The Health Promotion Board, which releases the 8 _____

interim annual report on trend in local cancer incidence recently, said 9 _____

forming healthier habits take time. Lifestyle and environmental factors 10_____

will take time to change.

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ST. MARGARET'S SECONDARY SCHOOL

Preliminary Examinations 2015

CANDIDATE NAME

CLASS | | | | REGISTER NUMBER | | |

ENGLISH LANGUAGE

1128/02

Paper 1 Comprehension
Insert

19 August 2015

1 hour 50 minutes

Secondary 4 Express / 5 Normal (Academic)

Additional Materials: Question Booklet

READ THESE INSTRUCTIONS FIRST

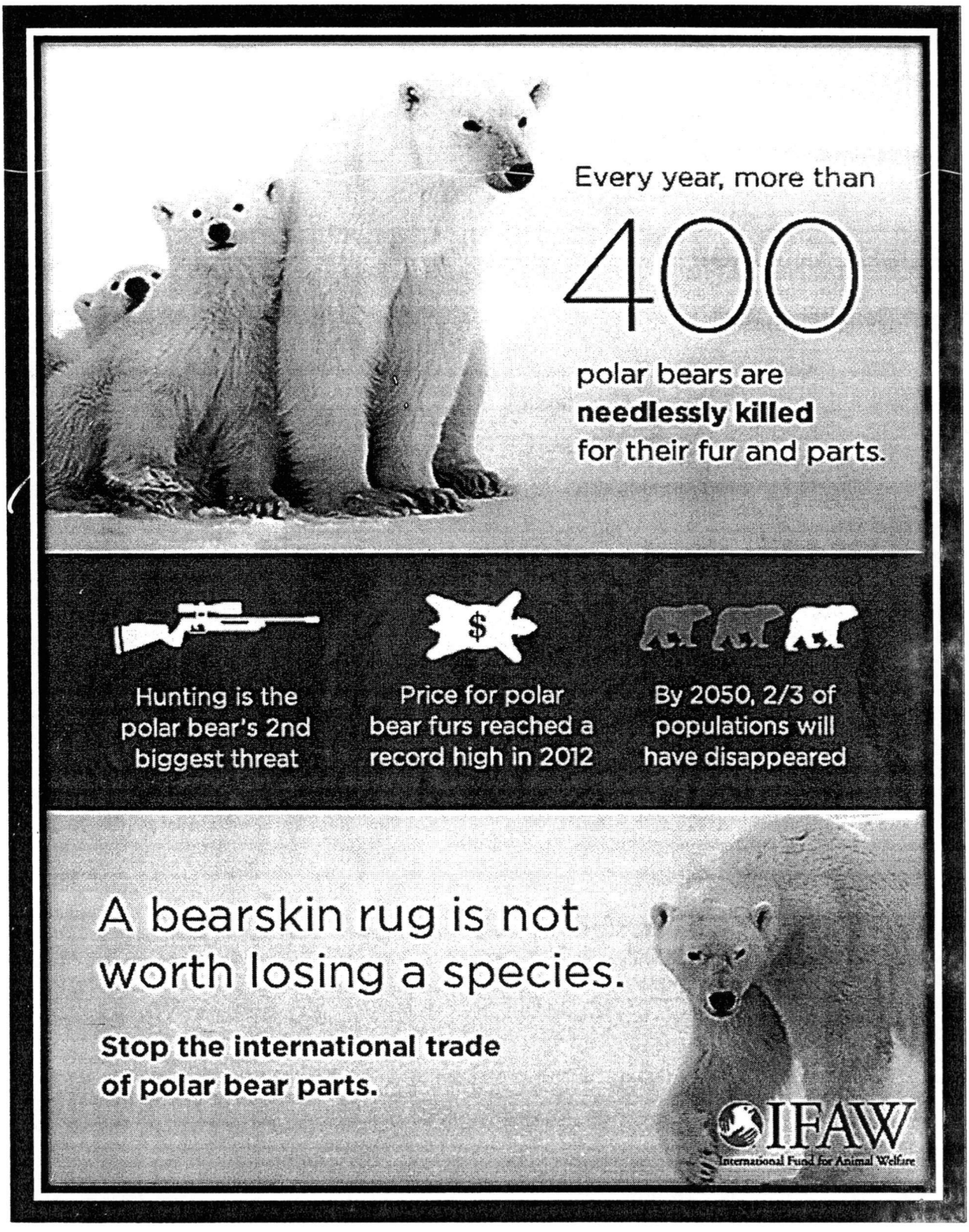
This Insert contains Text 1, Text 2 and Text 3.

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Section A

Text 1

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



Downloaded from SingaKids.com

Section B

Text 2

The text below describes the writer's experiences in Pakistan. Read the text carefully and answer Questions 5 –17 in the Question Paper Booklet.

1 Travel broadens the mind. You see new customs, eat new food, do new things and come back home with a broader mind. This led me to set out on my journey to Pakistan. As the pass widened considerably and levelled out just before we came to Landi Kotal, I could see many caves in the nearest rock faces. Here again, were fortified dwellings in the more open space. A bare platform alongside three sets of track marked the end of Pakistan's railway system, half a mile from the town. The line had come up from Peshawar in a straighter fashion than the road before making its way through a multitude of tunnels in the rock. It had been invisible for most of the time after leaving the plain. There were Afghan refugees around, with a score of homespun tents pegged down in the shade of a cliff. Some children were playing while three women walked in line ahead towards the camp with metal pitchers balanced on their heads. There was no sign of anything that might have transported them there. "They come all the time and move on down to Peshawar after a day or two," said Sher Halim.

2 We stopped by a stall halfway down the main street of Landi Kotal and had a drink. It was hard to imagine this as the chief trading outpost of all the heroin in the world. There was a small bazaar with the incongruous addition of three multi-storeyed buildings, not yet complete. In the local jeweller's shop, a man was limply fanning himself in front of a glass case containing two tiny alarm clocks and five wrist watches. His eyes did not brighten as I approached with Sher Halim and Khassadar Zaman. Some men a few yards away were loading boxes and sacks of cargo into a truck. Otherwise, the male population of Landi Kotal seemed to have nothing to do but idle away the hours on the street. Not a woman was to be seen anywhere. It was a desperately enervated place.

3 We walked past the tea stalls and food stalls. The people we passed gave me curious glances and had I not been under escort, I do not doubt that sooner or later someone would have sidled up to me. That day, Landi Kotal was keeping to itself, while it speculated on a stranger from the West who had been permitted to come up from Peshawar.

4 As we coasted out of Landi Kotal on the way back, a loud crack very close to us made me stop in surprise. It was the second detonation of the day. When I was out of the car, looking at the regimental badges, there was an explosion. This time, it was the unmistakable sound of a rifle shot. Sher Halim grinned at my sudden alarm. "Here, firing is free. The government has no authority.

5 Just ahead of us was the most heavily overloaded truck I had ever seen, with one cardboard box after another lashed together high above the sides. Each bore an inscription in Chinese, and I thought it very likely that the contents were contraband. I was tempted to ask Guja to follow the truck down the Khyber, so that I could see what its driver did before he reached the customs checkpoint beyond Jamrud. However, it was so dangerously top-heavy that I could foresee a disaster if the boxes fell over with us trailing just behind. I did not try to stop Guja when he saw his chance to overtake.

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6 There was a sense of relief when we came to the last bend and slipped out of the defile onto the plain again. Though the rifle shot and explosion were more likely gestures of deliberate recklessness and not intended to scare anyone, there had nevertheless been menace from start to finish of that traverse. It was partly the menace of the encircling hills. It was also the notional menace of the gun that might be pointed at you without you ever being aware of it. Above all, there was the certainty that if you walked off the narrow strip of road, there was nothing that any authority could do to help you if you got on the wrong side of belligerent men. That was the comprehensive menace of the Khyber Pass.

Adapted from 'To The Frontier'
by Geoffrey Moorhouse

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Section C

Text 3

The article below is about the establishment of universities and boarding for students. Read the text carefully and answer Questions 18 –23 in the Question Paper Booklet.

1 The medieval universities came to full existence very quickly. They happened, because the closed, settled, stagnant world of the dark ages was at last breaking up. The towns which had become small and insignificant in the seventh and eighth centuries, were growing again as trade began to flow once more over Europe. By the twelfth and thirteenth centuries, the exchange of trade was becoming lively and there was a need for an educated professional class to cope with affairs that were daily growing more complex. This seems to have been the reason why western Europe suddenly broke out in universities. In England, Oxford became in the thirteenth century a university of European reputation; Cambridge, was not a rival in the same class for a long time.

2 Students attended these universities to hear the teachers lecturing in the schools. The lectures began early in the morning in the cold, comfortless, straw-strewn rooms. The stuff of the lectures seemed arid, valueless, just word-chopping; but out of it students gained facility in argument.

3 Students scraped money to go to Cambridge. If they could get their degree, jobs lay ahead. The students liked the life. It was entirely uncontrolled. They found their own lodging, often in the garrets of the little town. Though the students liked their life, no one else did, certainly not the students' parents, teachers or more studious and domesticated of the students. Consequently, almost from the origin of the university, there were attempts to get them out of their lonely lodgings into boarding-houses. Boarding-houses were cheaper. Students could live four or five to a room and have meals in common. It was also possible to get a university teacher to live in the same house and keep an eye on them.

4 These boarding-houses had nothing to do with teaching: the students just lodged there, and went off in the morning to the schools. Some of them were given money and rules and became known as colleges, but their purpose remained the same. They were a mixed crowd of people who endowed the first colleges – ecclesiastical politicians and administrators, country clergymen, noble ladies, kings and lords. Behind the kings and noble ladies one could usually find the hand of some priestly adviser who had himself attended the school; those who knew the need for direct experience set about getting money and went as high as their influence could take them. For those who were persuaded and provided a little money, what moved them? Possibly the sensible recognition of a need; possibly a spark of imagination; certainly the desire to have their names remembered on earth.

5 The endowments were small. These glorified boarding-houses were not ambitious affairs. They were called colleges, for that was the jargon of the day for any collection of men. A large proportion of the endowments went into buildings, as is the usual wish of benefactors, since buildings are easy to see and give a satisfactory impression of permanence. They were built using cheap materials. The yard-thick walls of my room, for instance, contained two feet of rubble. In these buildings there were just the bare necessities of a community: a kitchen; a large room to eat in; stark unheated rooms where the young men could live in

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twos, threes or fours; a set of rooms for the university teacher who was paid to look after the college and was called the Master. He was an unmarried priest and the Master's quarters in the early colleges were nothing like the great lodges of later years. The only luxury was the chapel, which was larger than such a small community required.

6 The community was usually a very small one. This college of ours was founded towards the end of the fourteenth century. It was given rents of a few manors in order to maintain a Master, eight fellow-scholars who had passed their first degree and were studying for higher ones and thirty-six scholars who were boys coming up for the courses in the schools.

Adapted from The Masters
by C. P. Snow

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ST. MARGARET'S SECONDARY SCHOOL

Preliminary Examinations 2015

CANDIDATE NAME

CLASS | | | | REGISTER NUMBER | | |

ENGLISH LANGUAGE

1128/02

Paper 1 Comprehension

19 August 2015

Secondary 4 Express / 5 Normal (Academic)

1 hour 50 minutes

Candidates answer on the Question Booklet

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your class, register number and name on all 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 **all** 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.

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Section A [5marks]

Text 1

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

1 What effect is the use of the phrase 'needlessly killed' intended to have on the reader?

.....

.....

.....

.....[1]

2 'A bearskin rug is not worth losing a species'. Explain why this sentence is effective in reinforcing IFAW's message.

.....

.....

.....

.....[2]

3 The advertisement specifies that the 'Price for polar bear furs reached a record high in 2012'. Suggest a reason for the high price.

.....

.....

.....

.....[1]

4 Which **two** consecutive words explain the high demand for polar bear fur and parts?

.....[1]

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Section B [20 marks]

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

5 "Here again, were fortified dwelling in the more open space" (lines 5-6). What is suggested by "Here again"?

.....

.....[1]

6 "It had been invisible for most of the time..." (line 10). Why did the railway line become inconspicuous?

.....

.....[1]

7 How do we know that the women in Paragraph 1 were walking in an orderly manner? **Answer in your own words.**

.....

.....[1]

8 What did the writer find odd about the presence of the Afghan refugees (Paragraph1)?

.....

.....[1]

9 Write down two consecutive words about Landi Kotal which explain the writer's surprise at it being "the chief trading outpost of all the heroin in the world." (lines 18-19).

.....[1]

10 "There was a small bazaar with the incongruous addition of three multi-storeyed buildings ..." (lines 19-20). Explain what "incongruous" in the above line suggests about the buildings.

.....

.....[2]

11 "His eyes did not brighten as I approached ..." (line 23). Why did the writer say this of the jeweller?

.....

.....[1]

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12 "Landi Kotal was keeping to itself,"... (line 32) What did the writer mean by this?

.....

.....[1]

13 Pick out two separate words in Paragraph 4 to show the writer's reaction to events.

.....[2]

14 In what way was the truck "dangerously top-heavy" (line 47)?

.....

.....[2]

15 Which phrase in Paragraph 6 tells us that the writer found the physical features of the place intimidating?

.....[1]

16 According to Paragraph 6, what might happen to a visitor who wandered off the road? **Answer in your own words.**

.....

.....[2]

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17 The structure of the text reflects the main stages in the writer's recount of his experience. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the recount. There are some extra phrases in the box that you do not need to use.

Main focus

discovering the unexpected	embarking on an adventure
a fearful experience	possible danger
odd encounters	inviting an attack
an arduous journey	

Flow Chart

Paragraph 1**(i)** .....

↓

Paragraphs 2-3**(ii)** .....

↓

Paragraphs 4-5**(iii)** .....

↓

Paragraph 6 **(iv)** .....

[4]

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Section C [25 marks]

Refer to Text 3 on pages 5 - 6 of the Insert for Questions 18-23.

18 According to Paragraph 1, what were two effects of the growth in trade in Europe?

.....

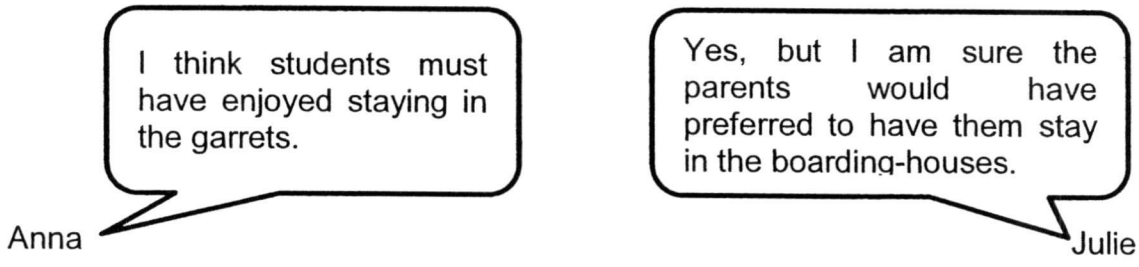
.....[2]

19 With reference to Paragraph 2, how did students benefit from the lectures? **Answer in your own words.**

.....

.....[2]

20



(i) By referring to Paragraph 3, what can Anna say to support her view? **Answer in your own words.**

.....[1]

(ii) With reference to the same paragraph, what reasons can Julie give to explain her assertion?

.....

.....[2]

21 Why would people "have their names remembered on earth" (line 41) by contributing money and land for the building of colleges?

.....[1]

22 Which two pieces of evidence in Paragraph 5 suggest that the college was largely a religious establishment?

.....

.....[2]

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23 **Using your own words as far as possible**, summarise how colleges came into existence and describe their features.

Use only information from paragraphs 4 and 5.

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).

When the colleges first started, they were simply rooms in .....

.....

.....

.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... No of words: [15]

Content	/8
Language	/7
Total	**/15**

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Section A [5marks]

Text 1

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

1 What effect is the use of the phrase '**needlessly killed**' intended to have on the reader?

It is intended to communicate to the reader that **this slaughter** of the polar bears **is not essential** / that there is **no good reason for the slaughter** of the polar bears

It is **not essential to slaughter** these polar bears for their body parts. /
To discourage the reader from using things / buying things made of polar bear parts so that these animals **will not be slaughtered for no good reason**.

[1]

2 'A bearskin rug is not worth losing a species'. Explain why this sentence is effective in reinforcing IFAW's message.

It presents how **our need for material things (1)** such as bearskin rugs may result in the **annihilation of an entire species. (1)** [2]

3 The advertisement specifies that the 'Price for polar bear furs reached a record high in 2012'. Suggest a reason for the high price.

The high price is the result of the **increasing demand for the furs** in the face of the **reduction in the number of polar bears** that can be hunted for their furs. [1]

(Students must make a reference to both the demand for and supply of furs to be awarded 1 mark)

4 Which **two** consecutive words explain the high demand for polar bear fur and parts?

The words are 'international trade' [1]

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Section B [20 marks]

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

5 "Here again, were fortified dwellings in the more open space" (lines 4-5).
What is suggested by "Here again"?

The writer had earlier seen similar dwellings/ These were not the first of such dwellings seen. [1]

6 "It had been invisible for most of the time…" (lines 8-9).
Why did the railway line become inconspicuous?

It ran through a multitude of tunnels in the rock. [1]

7 How do we know that the women in Paragraph 1 were walking in an orderly manner? **Answer in your own words.**

We are told that they walked in single file.

(from passage – " … in line …") [1]

8 What did the writer find odd about the presence of the Afghan refugees (Paragraph 1)?

There was no indication of how they might have been transported to Landi Kotal. [1]

9 Write down two consecutive words about Landi Kotal which explain the writer's surprise at it being "the chief trading outpost of all the heroin in the world." (lines 16-17).

They are "desperately enervated." [1]

10 "There was a small bazaar with the incongruous addition of three multi-storeyed buildings …" (lines 17-18).
Explain what "incongruous" in the above line suggests about the buildings.

- The obviously taller buildings seemed
- out of place next to the small bazaar. [2]

11 "His eyes did not brighten as I approached …" (line 20)
Why did the writer say this of the jeweller?

He knew the jeweller was not optimistic about making any business from him. [1]

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12 "...Landi Kotal was keeping to itself,"... (lines 27-28).
What did the writer mean by this?

The people in Landi Kotal did not attempt to speak to/ communicate with/ interact with the writer. [1]

13 Pick out two separate words in Paragraph 4 to show the writer's reaction to events.

They are "surprise" and "alarm" [2]

14 In what way was the truck "dangerously top-heavy" (line 40)?

- **There were just so many cardboard boxes secured high above the sides of the truck**
- **that there was the possibility of them falling over.** [2]

15 Which phrase in Paragraph 6 tells us that the writer found the physical features of the place intimidating?

It is "(the) menace of the encircling hills." [1]

16 According to Paragraph 6, what might happen to a visitor who wandered off the road? **Answer in your own words.**

- **He might incur the wrath of the aggressive locals and**
- **not be able to receive any government protection.** [2]

(from passage – "...there was nothing that any authority could do to help you if you got on the wrong side of belligerent men.")

17 The structure of the text reflects the main stages in the writer's recount of his experience. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the recount. There are some extra phrases in the box that you do not need to use.

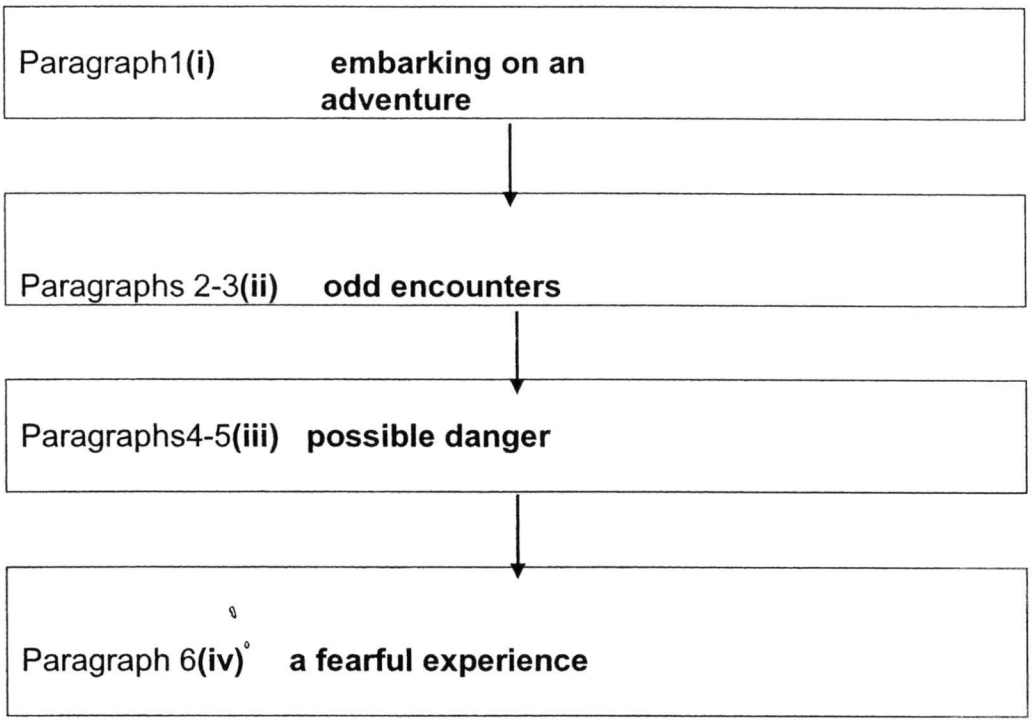
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discovering the unexpected	embarking on an adventure
a fearful experience	possible danger
odd encounters	inviting an attack
an arduous journey	

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Flow Chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 - 6 of the Insert for Questions 18-23.

18 According to Paragraph 1, what were two effects of the growth in trade in Europe?

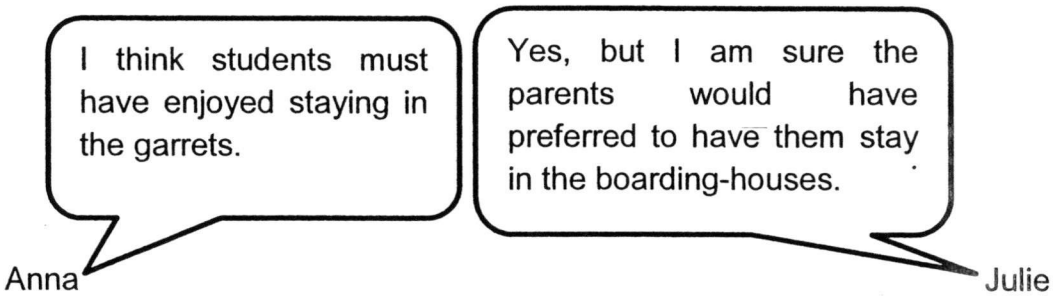
They were the growth of towns and the establishment of universities. [2]

19 With reference to Paragraph 2, how did students benefit from the lectures? **Answer in your own words.**

They acquired skill in debate.

(from passage – "...facility in argument.") [2]

20



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(i) By referring to Paragraph 3, what can Anna say to support her view? **Answer in your own words.**

They could do whatever they wanted, without any restrictions. [1]

Other acceptable answers:
They are free to do what they want
They enjoyed their independent lifestyle
The students enjoyed their freedom

(from passage – "uncontrolled.")

(ii) With reference to the same paragraph, what reasons can Julie give to explain her assertion?

- The boarding-houses were cheaper.
- A university teacher could also live in the house and keep an eye on students. [2]

21 Why would people "have their names remembered on earth" (lines 34-35) by contributing money and land for the building of colleges?

They would have performed a good deed/ They would be recognised for their generosity. [1]

22 Which two pieces of evidence in Paragraph 5 suggest that the college was largely a religious establishment?

- The <u>Master</u> was an <u>unmarried</u> priest.
- There was a chapel. [2]

Not accepted:
'He was an unmarried priest' – Who was 'He?'
'The chapel was larger than such a small community needed'
'The college hired unmarried priests'
'The university teacher at a college was an unmarried priest'
'The university teacher called the Master was looked after by ~~an~~ unmarried priest'
'An unmarried priest known as the Master……'

150

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23 **Using your own words as far as possible**, summarise how colleges came into existence and describe their features.

Use only information from paragraphs 4 and 5.

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).

When the colleges first started, they were simply rooms in …

	From Passage	Own Words
1.	boarding-houses…	boarding-houses
2.	…the students just lodged there, and went off in the morning to the schools.	where students stayed while attending the schools.
3.	Some of them were given money	Some received funding
4.	They were a mixed crowd of people who endowed the first colleges…	from all sorts of people
5.	… rules…	and had regulations to abide by.
6.	…glorified boarding-houses were not ambitious affairs.	The college buildings looked modest
7.	The endowments were small.	owing to the limited funds.
8.	They were built using cheap materials	They were constructed with inexpensive materials
9.	In these buildings were just the bare necessities of a community…	and consisted of basic facilities.
10.	The only luxury was the chapel, which was larger than such a small community required.	However, there was a chapel that was bigger than necessary.

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