Name : _____ Register Number : _____

Class : _____

Clementi Town Secondary School
Mid-Year Examination 2015
Secondary 4 Express / 5 Normal

ENGLISH LANGUAGE
Paper 2 Comprehension

1128/02
28 April 2015
1 hour 50 minutes

Insert

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57

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Section A

Text 1

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



If your child was given 1 year to live, what would you do?

- ☐ See another specialist
- ☐ Take him on a world cruise
- ☐ Buy him all the toys he wanted
- ☐ Do nothing

To tick the last one would be unthinkable. However, if the child lived in Bangladesh, he might be living on the street in complete poverty. He would be terribly undernourished and prone to serious illness, and medical help could be very difficult, if not impossible, to come by.

What has he got to look forward to? Sadly, unfairly, that child would be denied those very rights that every child should have. Love, understanding, nutrition, medical care and free education are just some of those rights, laid down by the United Nations, to which all children should be entitled. This is why Oxfam and Unicef (UK) are getting together for children during the International Year of the Child. The work of both agencies helps some of the very poorest children in the world; children who lack many of the most basic things in life.

So please help our work with those children. Please send £5, £10, or whatever you can spare for the sake of children.

All of our children.

--Please send your donation to Together for Children, Room G4, 274 Banbury Road, Oxford OX2 &Br --

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Section B

Text 2

The text below describes the day the writer participated in the honour killing of his sister for defying traditional laws of marriage in their village. Read the text carefully and answer Questions 5-16 in the Question Paper Booklet.

1 My sister's last day began with a brilliant sunrise.

2 I had been awakened by the aroma of cooking. As I padded barefoot to the kitchen, I caught my mother's gaze. Her eyes were sunken, her face the colour of the ash that smouldered under the metal pots. I bowed in customary greeting, but she ignored me, choosing instead to wallow in the sorrow that the day would bring. No matter, her approval was not needed for today's agenda.

3 I can still recall my first time. I was only a lad of seven, but I remember how the entire village buzzed with barely suppressed expectation. The village elders, swathed in their white robes, nodded stoically as the village chief declared the verdict. Amazingly, the men mobilized themselves like a well-practiced drill. There was no confusion, no murmur of dissent as each man fell into his assigned role. Uncle Prana looped the rope around his arm, Uncle Vikram herded the women away while the rest of them lined the pathway outside the house. How admiring I was of the men then, and how desperately I wished to join them as they righted a terrible wrong.

4 My thoughts were disrupted by the blaring horns from Uncle Parvin's car. Uncle was usually late, but on this day, he was actually a little early. I jumped into the car and made our way to the marketplace.

5 Elbowing our way into the provision shop, I noticed that a crowd had formed outside. Uncle Parvin picked up a length of coarse rope and three shovels which I helped him carry. As we walked towards the register, a row of colourful ices caught my eye – just the type that Samia would have enjoyed. I remembered how I had scrounged up all my pennies many summers ago for her birthday, and ran barefoot with her into this very shop to buy some to share. After we were sated by our sweet treat, we skipped home, hand in sticky hand.

6 I flicked away the memories as a cow would to bothersome flies. That was a long time ago and my sister has obviously changed into something other than the sweet innocent child of yesteryear. Her ingratitude towards Father's kindness in supporting her education leaves a bitter taste in my mouth. He should have just kept her at home and banned her from reading altogether.

7 What has Samia's act brought but mockery and humiliation? Her imprudent and repulsive attempt to run away and marry a man not approved by our village elders has insulted the tradition which defines everything that we live by. She has tainted our family name, and made a laughing stock of our family.

58

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"I'm marrying for love!"

8 Recalling Samia's brazen proclamation infuriated me. I curled my fists so tightly that my nails bit painfully into my palm. This will soon pass, I assured myself, as our car approached the village.

9 Mother was in the kitchen crying softly when I entered the house with the men. I ignored her and walked into the living room to summon Father. He looked grave but resolute as I nodded at him. He gestured to my sister's room, giving me permission to fetch her from it.

10 As I headed to her bedroom, I wondered momentarily if she would struggle, but shrugged off the thought. I was prepared to drag her out if necessary. Her punishment had to be resolved publicly so that the whole village could witness honour being restored to our family.

11 I walked towards her bedroom. To my surprise, the door opened before I even knocked. She must have realized something was amiss from the commotion in the house. I saw the welcoming smile on my twin sister's face fade as she noticed the pained anguish and determination on my face.

12 I steadied myself and took a breath. This was for the best.

"Samia," I surprised myself with the strength in my own voice.

"It is time."

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Section C

Text 3

The article below describes what traditional marriage used to be like and how love has changed it. Read the text carefully and answer Questions 17-23 in the Question Paper Booklet.

1 The nostalgic-sounding concept of "traditional marriage" may conjure soft-focus yellowed photographs of grandma and grandpa. However few consider the actual roots of our marital traditions, when matrimony was little more than a business deal. Even today, legal marriage is not measured by the affection between two people, but by the ability of a couple to share and enjoy tax benefits.

2 For most of recorded human history, marriage was an arrangement designed to maximize financial stability by cementing beneficial economic relationships. For example a printer and a paper-maker might want a marriage between their children to improve their businesses. Even the honeymoon, often called the "bridal tour," was a communal affair, with parents, siblings, and other close relatives travelling together to reinforce their new familial relationships.

3 In a typical arranged marriage in 15th century England, the father of the intended bride may have several daughters but might not have chosen which one would be betrothed until the morning of the wedding. In most European countries, married women were forced to give up control over any personal wealth and property rights to their husbands. The practice of wives adopting their husbands' surnames originated in England as a way to enforce patrilineal heritage, signifying that a woman belonged to her husband, thereby suspending any individual rights when she took her marital vows.

4 The idea of marriage as an economic necessity was also reinforced by restrictions on personal independence. A tradesman in training during the Middle Ages could not become a master of his craft if he were not married, even if one had passed the apprenticeship. Marriage was an essential part of adulthood and married people were always given more rights and seen as more responsible.

5 However as more couples attempted to elope or marry without consent, aristocrats and nobles put pressure on the state to ensure that the family could control whom their children married, ensuring that their wealth would not be mishandled. France enacted its first marital edict in 1557, raising the age to 25 for women and 30 for men, and requiring both parents' consent for marriage before this age. Those who disobeyed could be legally disinherited. Great Britain raised the bar by passing the Marriage Act of 1753, which made certain marital procedures mandatory, including public notices of impending nuptials, proof of age, and the explicit consent of family members.

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6 Nonetheless during the 18th century, increased globalization and the Industrial Revolution were changing the world in ways even the most affluent parents could not control. With the development of wage labour, young people started making more decisions independently from their parents. A young woman could earn her own dowry, instead of waiting for her parents to bestow it on her after she married someone they approved of. Conversely, a young man did not have to wait to inherit the farm; he could move somewhere else if he wanted to. This was greatly accelerated by the rise of the Age of Enlightenment with its greater sense of personal freedom and, of course, the French and American revolutions of the 18th century, with the idea that people are entitled to the 'pursuit of happiness.'

7 As this philosophical support for individual choice spread, more young people wanted some say regarding their future spouses. Even more radical was the idea that marriage might be entered into for emotional, rather than financial, reasons.

8 Though the murky concept known as "love" has been recorded for all of human history, it was almost never a justification for marriage. Love was considered a reason not to get married. It was seen as lust, something that would dissipate. You could have love or lust for your mistress, if you're a man, but if you're a woman, you had to suppress it. It was condemned as a factor in marriage. In fact, for thousands of years, love was mostly seen as a hindrance to marriage, something that would inevitably cause problems. Most societies have had romantic love, this combination of sexual passion, infatuation, and the romanticization of the partner, but very often, those things were seen as inappropriate when attached to marriage. The southern French aristocracy believed that true romantic love was only possible in an adulterous relationship, because marriage was a political, economic, and mercenary event. True love could only exist without it.

9 By the 19th century, the tussle between marrying for love or money had come to a head. As the Western world advanced towards a more modern, industrialized society built on wage labour, emotional bonds became more private, focusing more on immediate family and friends than communal celebrations. Simultaneously, mass media helped make sentimental inclinations a larger part of popular culture, resulting in the flourishing of holidays like Valentine's Day and nostalgic hobbies like scrapbooking.

Adapted from "Can't buy me love: How romance wrecked the traditional marriage" by Hunter Oatman-Stanford

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Name : _____ Register Number : _____

Class : _____

Clementi Town Secondary School
Mid-Year Examination 2015
Secondary 4 Express/ 5 Normal

ENGLISH LANGUAGE
Paper 2 Comprehension

1128/02
28 April 2015
1 hour 50 minutes

Answer Booklet

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60

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Section A [5 marks]

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

1 Look at the photograph at the top of the webpage. With reference to the webpage, how does the photograph illustrate any one right that a child should have? [1]

_____

2 The list of options ends with *Do nothing* at the bottom. What effect is this intended to have on the reader? [1]

_____

_____

3 Quote two words that express the dire state that children in complete poverty are in. [2]

_____

4 Which sentence suggests the main purpose of the webpage? [1]

_____

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Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the insert for Questions 5-16.

5 At the beginning of the text, the writer's mother was wallowing in sorrow. Support this idea with **two** details from Paragraph 2. [2]

_____

_____

6 "No matter, her approval was not needed for today's agenda" (line 6). How does the writer view his mother's opinion? [1]

_____

7 Find words in Paragraph 3 which suggest

(i) an atmosphere of anticipation _____ [1]

(ii) familiar routine _____ [1]

8 "There was no confusion, no murmur of dissent" (line 11). What does this tell us about the villagers' response to the verdict? [2]

_____

_____

9 What was the relationship between the author and his sister like when they were young? Support your answer with **two** pieces of evidence. [2]

_____

_____

_____

61

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10 "I flicked away the memories as a cow would to bothersome flies" (line 27). How does the author feel about his childhood recollections? **Answer in your own words.** [1]

_____

11 What has his sister done to defy tradition? [1]

_____

12 In the author's opinion, how has his sister changed? [1]

_____

13 Was the author's sister expecting the punishment? Give evidence to support your answer. [1]

_____

_____

_____

14 Why did the writer feel "anguish and determination" (line 51) about what he was about to do? [2]

_____

_____

_____

15 Suggest a reason why the author was surprised by the strength of his own voice. [1]

_____

_____

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16 The structure of the text reflects the main feelings of the writer as he reacts to the events of the day. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

Writer's feelings

Loss	Resolution	Adoration	Nostalgia
Optimism	Bitterness	Confusion	Anticipation

Flow chart

Paragraph 1-2 Optimism

Paragraph 3 (i) _____

Paragraph 4 Anticipation

Paragraph 5 (ii) _____

Paragraph 6-8 (iii) _____

Paragraph 9-12 (iv) _____ [4]

62

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Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the insert for Questions 17-23.

17 According to the article, in what way does the modern marriage resemble a business-like arrangement? [1]

_____

_____

18 Suggest one possible way in which the family of a printer might benefit from a marriage with a family of a paper-maker. [1]

_____

_____

19 How has marriage changed for young people during the 18th Century? [2]

(i) Young women

Previously	
Now	

(i) Young men

Previously	
Now	

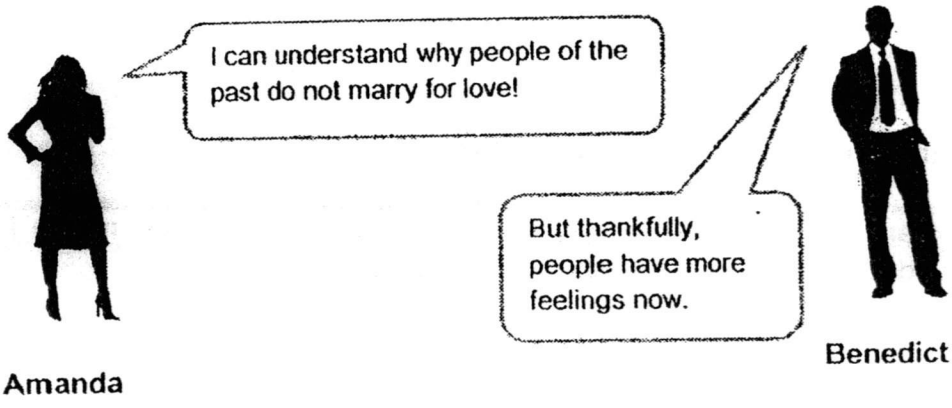
20 What was **one** effect the Age of Enlightenment had on people's beliefs? **Answer in your own words.** [2]

_____

_____

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21 Here is part of a conversation between a couple, Amanda and Benedict, who have read the article.



i) Identify **two** reasons from Paragraph 8 that make Amanda feel this way. [2]

_____

_____

_____

ii) What is the main reason Ben can give to explain the change? [1]

_____

_____

22 The writer states that the struggle between marrying for love or money had '*come to a head*' (line 64-65) by the 19th Century. [1]

Explain what the author meant by the italicised expression.

_____

_____

63

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23 **Using your own words as far as possible,** summarise how marriages used to be a practical and economic arrangement, often dictated by one's parents.

Use only information from paragraphs 2 to 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).

[15]

In the olden days, marriages used to be planned to...

(words)

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Clementi Town Secondary School
Mid-Year Examination 2015
Secondary 4 Express/ 5 Normal
ANSWERS cum Error Analysis

ENGLISH LANGUAGE
Paper 2 Comprehension

1128/02
28 April 2015
1 hour 50 minutes

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Section A [5 marks]

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

1 Look at the photograph at the top of the webpage. With reference to the webpage, how does the photograph illustrate any one right that a child should have? [1]

(Refer to extract for facts/answers)

Love *or* Medical Care

2 The list of options ends with *Do nothing* at the bottom. What effect is this intended to have on the reader? [1]

(understanding effect)

The option of 'Do nothing' would definitely be the last thing that parents would do if their child is dying. / Parents would definitely choose the other options to either heal their child or make him happy. / The reader would be shocked to see the option as it appears very cruel for a parent to do.

(Reader needs to put themselves in shoes of parents as based on visual text: **If your child**....So answer in context of being a parent as a reader.)

3 Quote two words that express the dire state that children in complete poverty are in. [2]

(quotation)

'terribly' [1] and 'serious' [1].

4 Which sentence suggests the main purpose of the webpage? [1]

(understanding purpose)

Please send £5, £10, or whatever you can spare for the sake of children.

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Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the insert for Questions 5-16.

5 At the beginning of the text, the writer's mother was wallowing in sorrow. Support this idea with **two** details from Paragraph 2. [2]

(Proof of evidence)

Her eyes were sunken and her face was ashen [1]. She ignored her son's greetings. [1]

(For first part of answer – look at appearance. Second part of answer refers to action.)

6 "No matter, her approval was not needed for today's agenda" (line 6). How does the writer view his mother's opinion? [1]

(Inferential)

He sees her opinion as unimportant / insignificant / irrelevant.

7 Find words in Paragraph 3 which suggest

(language)

(i) an atmosphere of anticipation — buzzed with (atmosphere) barely suppressed expectation (anticipation) [1]

(ii) familiar routine — well-practiced (familiar) drill (routine) [1]

8 "There was no confusion, no murmur of dissent" (line 11). What does this tell us about the villagers' response to the verdict? [2]

(language Use / Inferential)

Everyone was very sure / clear about his role/understood what would happen / ready or prepared for it [1]. No one protested / everyone agreed to it [1].

65

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9 What was the relationship between the author and his sister like when they were young? Support your answer with two pieces of evidence. [2]

(Inferential, proof of evidence)

They used to be very loving / close [1].

He would save all his pennies (must have this example to show how loving they are) to buy colourful ices to share on her birthday and they would sprint home hand-in-hand. [1]

10 "I flicked away the memories as a cow would to bothersome flies" (line 27). How does the author feel about his childhood recollections? **Answer in your own words.** [1]

(Language use)

Forbidden words: flicked away, bothersome)

He finds them annoying / irritating. [1]

11 What has his sister done to defy tradition? [1]

(Factual)

She attempted to run away and marry a man not approved by the village elders.

12 In the author's opinion, how has his sister changed? [1]

(Factual)

He thinks she used to be sweet and innocent but now she is very ungrateful.

(Answer must show the changes: from _____ to _____)

13 Was the author's sister expecting the punishment? Give evidence to support your answer. [1]

(Inferential)

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No. She smiled in a welcoming manner to her brother when he opened the door. / She opened the door to find out what was causing the commotion in the house.

14 Why did the writer feel "anguish and determination" (line 51) about what he was about to do? [2]

(Inferential)

He felt anguished as he was going to kill his own sister (1) and **determined** to restore his family name. (1)

(Answer must show how he is anguished, and then how he is determined. Cannot summarise the actions as anguished and determined.)

15 Suggest a reason why the author was surprised by the strength of his own voice. [1]

(Inferential)

He did not think he would have the courage / guts / heart / determination **to punish / kill his own sister.**

(Answer must show the action that the author will carry out)

6C

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16 The structure of the text reflects the main feelings of the writer as he reacts to the events of the day. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use. **(Global Question)**

Writer's feelings

Loss	Resolution	Adoration	Nostalgia
Optimism	Bitterness	Confusion	Anticipation

Flow chart

Paragraph 1-2	Optimism
Paragraph 3	(i) Adoration
Paragraph 4	Anticipation
Paragraph 5	(ii) Nostalgia
Paragraph 6-8	(iii) Bitterness
Paragraph 9-12	(iv) Resolution

[4]

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Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the insert for Questions 17-23.

17 According to the article, in what way does the modern marriage resemble a business-like arrangement? [1]

(Factual)

By the ability of the couple to share and enjoy tax benefits.

18 Suggest one possible way in which the family of a printer might benefit from a marriage with a family of a paper-maker. [1]

(Inferential)

The printer may buy paper from the paper-maker cheaply.

(Example given must show how it can improve business. If just say can improve business, 0 mark as never show specific example One Possible Way.)

19 How has marriage changed for young people during the 18th Century? [2]

(Factual)

(i) Young women

Previously	The woman has to wait for parents to bestow her dowry.
Now	Earn her own dowry.

(i) Young men

Previously	The man has to wait to inherit the farm.
Now	Move somewhere else.

67

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20 What was **one** effect the Age of Enlightenment had on people's beliefs? **Answer in your own words.** [2]

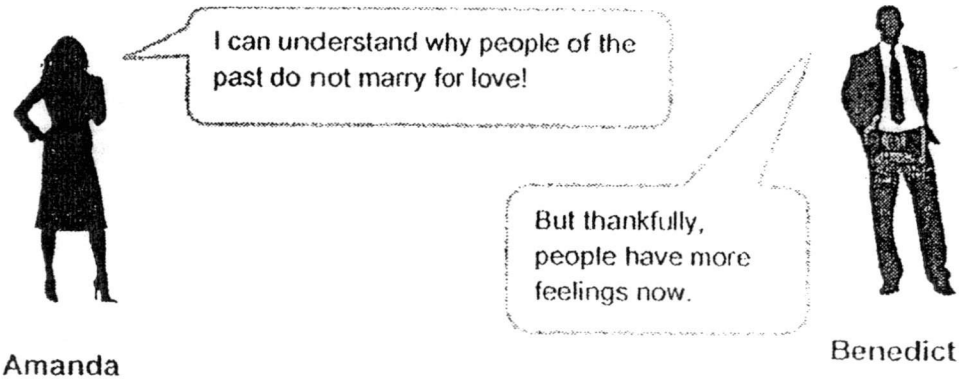
(Factual use-your-own-words)

Forbidden words: greater sense of personal freedom

People believed that they should have more / increased [1] liberty to do what they like / lead their own lives [1].

(Must have the word 'liberty')

21 Here is part of a conversation between a couple, Amanda and Benedict, who have read the article.



(Factual in Conversation)

i) Identify **two** reasons from Paragraph 8 that make Amanda feel this way. [2]

Love was seen as lust, something that would dissipate [1]. Marriage was such a political, economic, and mercenary event that true love could only exist without it [1].

ii) What is the main reason Ben can give to explain the change? [1]

Mass media helped make sentimental inclination a larger part of popular culture.

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22 The writer states that the struggle between marrying for love or money had '*come to a head*' (line 64-65) by the 19th Century. [1]

Explain what the author meant by the italicised expression.

(Language)

It meant that the struggle between love or money in marriages has reached its climax / turning point / critical point.

68

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