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.

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No ANS

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.

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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.

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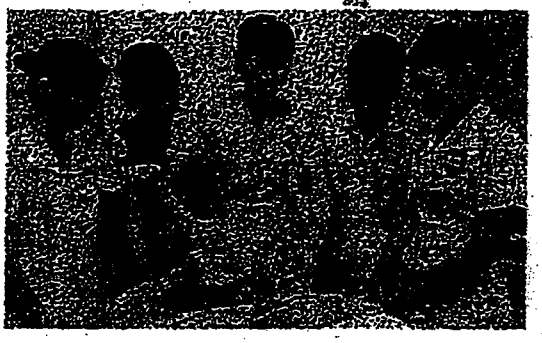
PROGRAMMES AND ACTIVITIES STUDENTS CAN ENJOY!

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

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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. "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?

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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.

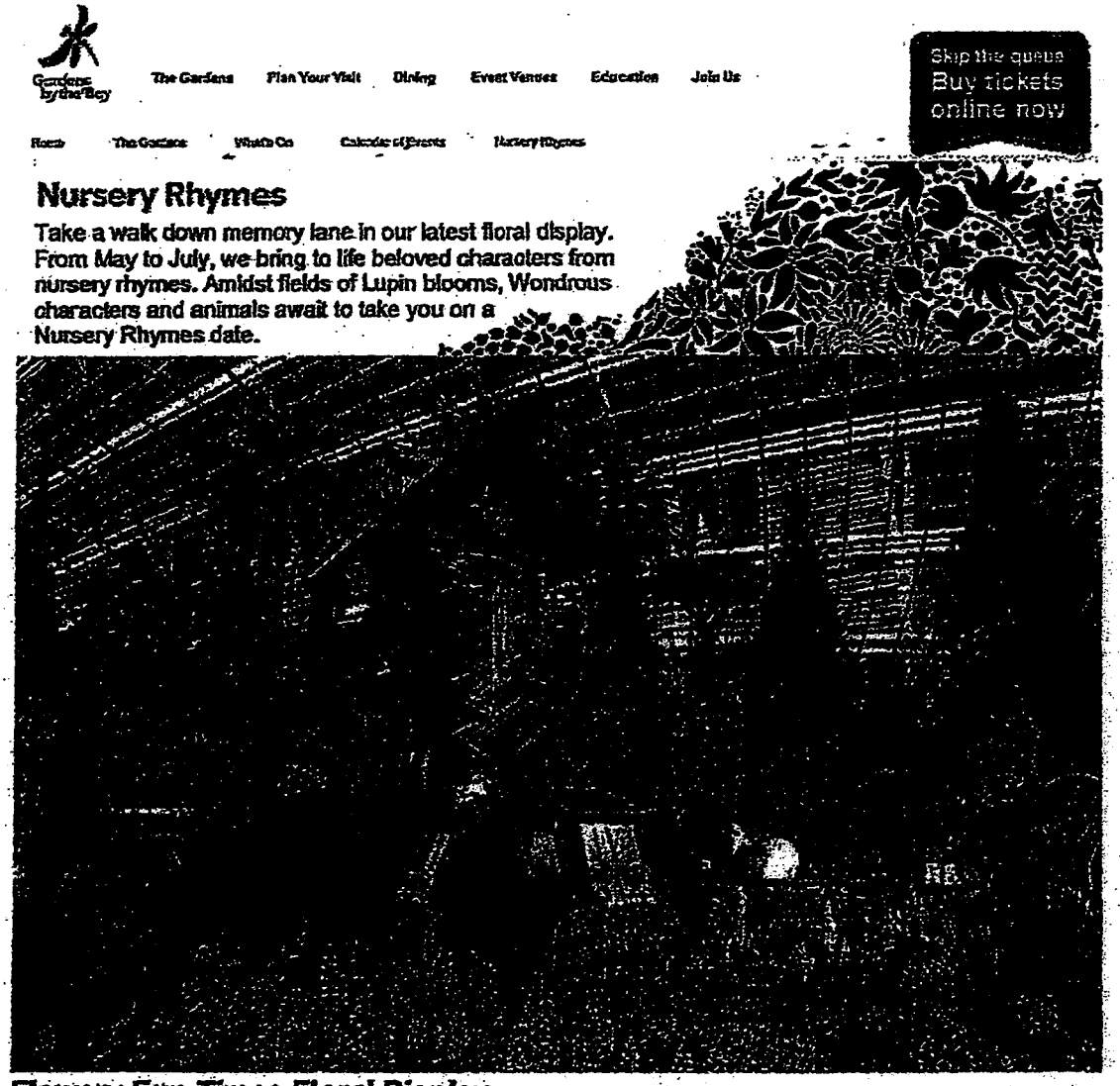
This insert consists of 6 printed pages.

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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

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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

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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	

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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) _____

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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]

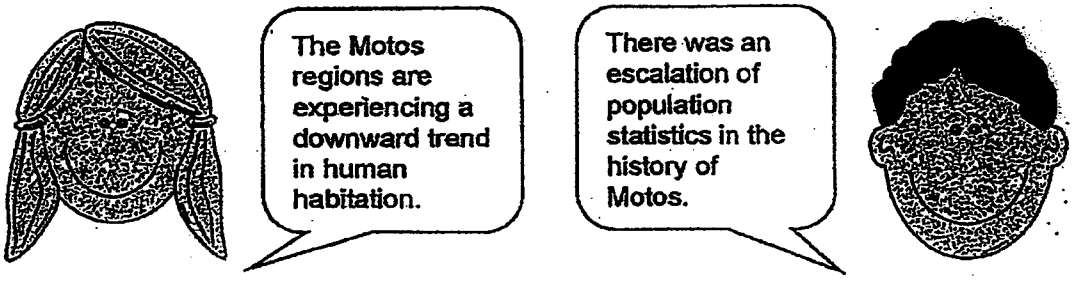
(i)	movement into the city	
(ii)	unavoidable	

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.



(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)

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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 ... ...

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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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ACS (BARKER) ANS

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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ACS (BARKER) ANS

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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ACS (BARKER) ANS

'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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P2 ACS (I)

Section A

Text 1

Study the advertisement below and answer Questions 1-3 in the Question Paper Booklet.

Neighbours first, bankers second

Debit Cards

15 November 2013

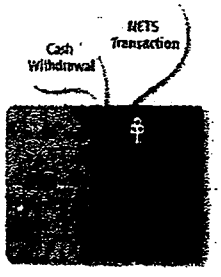
It's time to upgrade and enjoy MORE benefits!

Hi Neighbour!

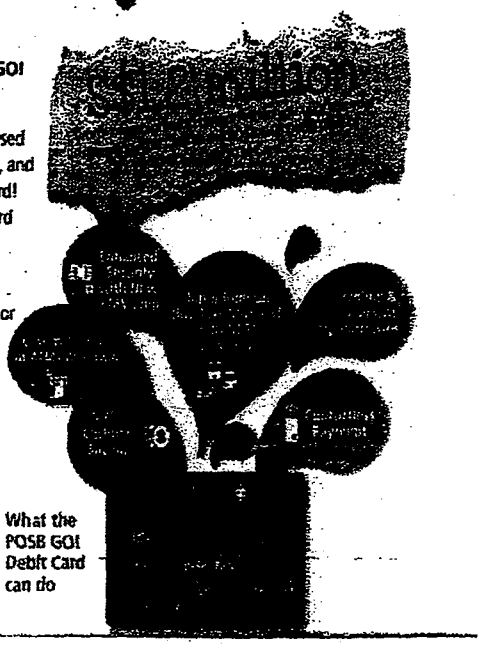
Now, your ATM Card can do much more when you upgrade it to the POSB GO! Debit Card*.

Rest assured, you'll still enjoy all the functions of an ATM Card that you are used to, plus better benefits! What's more, it's free to upgrade with no annual fee, and all the account linkages you currently have will be transferred to this new Card! Alternatively, you also have the option to upgrade to the POSB Chip ATM Card that lets you access your bank account anytime, anywhere!

To upgrade, SMS "GSU" to 76060 and we'll call you in 5 working days. Alternatively, you can upgrade online via iBanking or visit any POSB branch. For more information, please visit posb.com.sg/upgrade



What the POSB Chip ATM Card can do



What the POSB GO! Debit Card can do

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Section B

Text 2

The text below is about a murder trial. Read it carefully and answer Questions 4-16 in the Question Paper Booklet.

1 It was the strangest murder trial I ever attended. This was not one of those cases of circumstantial evidence, in which you feel the jurymen's anxiety – because mistakes *have* been made – like domes of silence muting the court. No, this murderer was all but found with the old woman's battered body; no one present when the Crown counsel outlined his case believed that the accused stood any chance at all.

2 He was a heavy stout man with bulging bloodshot eyes. All his muscles seemed to be in his thighs. Yes, an ugly customer, one you would not forget in a hurry – and that was an important point because the Crown proposed to call four witnesses who had not forgotten him, who had seen him hurrying away from the little red villa in Northwood Street. The clock had just struck two in the morning.

3 Mrs Salmon in 15 Northwood Street had been unable to sleep; she heard a door click shut and thought it was her own gate. So she went to the window and saw Adams (that was his name) on the steps of Mrs Parker's house. He had just come out and he was wearing gloves. He had a hammer in his hand and she saw him drop it into the laurel bushes by the front gate. But before he moved away, he had looked up – at the window. The fatal instinct that tells a man when he is watched exposed him in the light of a street-lamp to her gaze – his eyes suffused with horrifying and brutal fear, like an animal's when you raise a whip. At that exact moment, he had been seen by three other witnesses – his luck was badly out; he might as well have committed the crime in broad daylight.

4 'I understand,' counsel said, 'that the defence proposes to plead mistaken identity. Adams' wife will tell you that he was with her at two in the morning on February 14, but after you have heard the witnesses for the Crown and examined carefully the features of the prisoner, I do not think you will be prepared to admit the possibility of a mistake.'

5 It was all over, you would have said, but the hanging.

6 After the formal evidence had been given by the policeman who had found the body and the surgeon who examined it, Mrs Salmon was called. She was the ideal witness, with her slight Scotch accent and her expression of honesty, care and kindness.

7 She spoke very firmly. There was no malice in her, and no sense of importance standing there in the Central Criminal Court with a judge hanging on her every word and the reporters writing them down. Yes, she said, and then she had gone downstairs and rung up the police station.

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'And do you see the man here in court?'

She looked straight across at the big man in the dock, who stared hard at her with his Pekingese eyes without emotion.

'Yes,' she said, 'there he is.'

'You are quite certain?'

She said simply, 'I couldn't be mistaken, sir.'

'Thank you, Mrs Salmon.'

It was all as easy as that. Counsel for the defence rose to cross-examine.

'Now, Mrs Salmon, you must remember that a man's life may depend on your evidence.'

'I do remember it, sir.'

'Is your eyesight good?'

'I have never had to wear spectacles, sir.'

'You are a woman of fifty-five?'

'Fifty-six, sir.'

'And the man you saw was on the other side of the road?'

'Yes, sir.'

'And it was two o'clock in the morning. You must have remarkable eyes, Mrs Salmon?'

'No, sir. There was moonlight, and when the man looked up, he had the lamplight on his face.'

'And you have no doubt whatever that the man you saw is the prisoner?'

I could not make out why he asked that question. He could not have expected any other answer than the one he got.

'None whatever, sir. It isn't a face one forgets.'

Counsel took a look round the court for a moment. Then he said, 'Do you mind, Mrs Salmon, examining again the people in court? No, not the prisoner. Stand up, please, Mr Adams,' and there at the back of the court, with thick stout body and muscular legs and a pair of bulging eyes, was the exact image of the man in the dock. He was even dressed the same – tight blue suit and striped tie.

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29 'Now think very carefully, Mrs Salmon. Can you still swear that the man you saw drop the hammer in Mrs Parker's garden was the prisoner – and not this man, who is his twin brother?'

30 Of course she could not. She looked from one to the other and did not say a word.

31 There the big brute sat in the dock with his legs crossed and there he stood too at the back of the court and they both stared at Mrs Salmon. She shook her head.

32 What we saw then was the end of the case. There was not a witness prepared to swear that it was the prisoner he had seen. And the brother? He had his alibi, too; he was with his wife.

33 And so the man was acquitted for lack of evidence. But whether – if he did the murder and not his brother – he was punished or not, I do not know. That extraordinary day had an extraordinary end. I followed Mrs Salmon out of court. The police tried to drive the crowd away, but all they could do was keep the roadway clear for traffic. I learned later that they tried to get the twins to leave by a back way, but they would not. One of them – no one knew which – said, 'I've been acquitted, haven't I?' and they walked bang out the front entrance. Then it happened. I do not know how; though I was only six feet away. The crowd moved and somehow one of the twins got pushed on to the road right in front of a bus.

34 He gave a squeal like a rabbit and that was all; he was dead, his skull smashed just as Mrs Parker's had been. Divine vengeance? I wish I knew. There was the other Adams getting on his feet from beside the body and looking straight over at Mrs Salmon. He was crying, but whether he was the murderer or the innocent man, nobody will ever be able to tell. But if you were Mrs Salmon, could you sleep at night?

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Section C

Text 3

The article below is about Artificial Intelligence. Read it carefully and answer Questions 17-24 in the Question Paper Booklet.

1 Circa 2045, argues author Ray Kurzweil, machines will become smarter than people. In his popular 2005 book, 'The Singularity Is Near', the moment when this happens is called the 'singularity'. The bedrock idea is that machines with artificial intelligence (AI) that matches the human level can be built in the lifetime of those of us who are alive right now.

2 With greater and faster processing power, such a machine would be able to reprogramme itself into one more intelligent than itself. As this machine would be more intelligent than the most intelligent one people can make, it would have superhuman intelligence. But once this happens, this super-intelligent machine would go on to reprogramme itself into a machine that is even more intelligent. This hyper-intelligent machine would then reprogramme itself into an ultra-intelligent machine and so on, exponentially, perhaps without limit.

3 Based on known rates of advancements in computer processing power and related fields, Kurzweil figures that the tipping point in this hypothetical process of self-amplifying growth in AI capacity will come in 2045. If it does, with limitless intelligence on tap, the biggest worry is whether these ultra-intelligent machines might render humanity completely redundant.

4 All this was just a fringe idea that serious academics would not touch until Australian National University philosopher David Chalmers published the first formal analysis of the singularity's possibility in a peer-reviewed journal. His 2010 paper in Journal of Consciousness Studies attracted responses from twenty-six experts from various fields that were published in the same journal in 2012. Professor Chalmer's analysis of what is already known in AI, neuroscience and the philosophy of consciousness led him to feel that human-level AI would be 'distinctly possible' before 2100. As a result of hardware and software advances, such a system would have the capacity to amplify intelligence. When this happens recursively – as a procedure that can repeat itself indefinitely - then the singularity would be possible, he felt, 'within centuries' rather than decades.

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5 However, critics argue that the whole enterprise could actually founder at the very first step: emulating normal human intelligence, which proponents implicitly assume to be located in the brain, an organ they liken to a computer, which is a machine. If, as is likely, the human brain is more than a machine, then it actually cannot be perfectly emulated. That is, apart from functioning like a mechanical computing system, if at all, the brain also has non-mechanical processes. But if this is so, an AI system will not actually have a mind, which means that it will not be able to attain even the human level of intelligence, which is the singularity's takeoff point.

6 Proponents put the cart before the horse because they ignore the very question of what intelligence itself really is. Real human intelligence depends on cognition, which is always carried out by a living person, so it is 'embodied' and always within specific human situations – thus it is 'situated'. This human cognition comes about through human interaction with the environment. This interaction is always carried out through the body's finely tuned sensory and motor systems. That is, the senses deliver environmental stimuli to your mind and your mind directs the actions which you carry out or enact in the real world through your body and limbs.

7 For there to be real human intelligence, the person must be able to autonomously experience the environment directly to decipher what the issues are and decide what to do about them. That is why the human sensory and motor apparatus is crucial to human intelligence. But this is something that an AI system, even if it could emulate the brain, cannot achieve. It would be more akin to being just a 'brain-in-a-vat'.

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Section A [5 marks]

Text 1

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1-3.

1 What ideas are the pictures of the ATM Card and Debit Card at the bottom trying to establish? **[2]**

_____

_____

_____

2 The letter begins with *It's time to upgrade and enjoy MORE benefits!* In what way is this an effective opening to this advertisement? **[1]**

_____

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_____

3 The letter lists the many benefits of upgrading to the POSB GO! Debit Card.

(i) Identify the benefit that presents the most convenience to the customers. **[1]**

_____

_____

(ii) Identify the benefit that is the biggest attraction to the customers. **[1]**

_____

_____

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Section B [20 marks]

Text 2

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

4 At the beginning of this text, the narrator was confident of the outcome of the trial. Explain how the language used in Paragraph 1 emphasises his certainty. Support your ideas with **two** details from the paragraph. **[2]**

5 What does 'battered' (line 5) suggest about the manner of the old woman's death? **[1]**

6 What made the man conspicuous? Refer to Paragraph 2 and **answer in your own words.** **[2]**

7 Why was the man's instinct described as 'fatal' (line 19)? **[2]**

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8 'his eyes suffused with horrifying and brutal fear, like an animal's when you raise a whip.' (lines 20-21) Explain the irony here. [2]

9 What tone is the writer creating when he said, 'he might as well have committed the crime in broad daylight' (lines 22-23)? [1]

10 What is the narrator suggesting about Mrs Salmon when he said she had 'no sense of importance' (lines 34-35)? [1]

11 Identify a phrase in Paragraph 7 which first suggests that Mrs Salmon was a captivating witness. [1]

12 In line 61, the narrator says, 'I could not make out why he asked that question.' What does this suggest about the style of language actually used in the preceding question? [1]

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13 'That extraordinary day had an extraordinary end.' (line 83) Explain why 'extraordinary' is an effective word to use here. [1]

_____

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_____

14 " 'I've been acquitted, haven't I?' " (line 87) What does this question asked by one of the twins tell you about his frame of mind? [1]

_____

_____

15 Why do you think the narrator believes that Mrs Salmon has reason to fear? [1]

_____

_____

_____

16 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.

Main focus		
bad impressions	loss of confidence	shaky evidence
an unexpected twist	great certainty	the perfect witness

Flow chart

Paragraphs 1-3: (i) _____

Paragraphs 4-27: (ii) _____

Paragraphs 28-32: (iii) _____

Paragraphs 33-34: (iv) _____ [4]

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Section C [25 marks]

Text 3

Refer to Text 3 on pages 6-7 of the Insert for Questions 17-24.

17 What is the premise that 'singularity' (line 3) is based on? **[1]**

18 Identify the quality that enables machines 'to reprogramme itself into one more intelligent than itself.' (line 7) **[1]**

19 What does 'exponentially, perhaps without limit' (line 13) tell you about the rate that machines reprogramme themselves? **[1]**

20 According to Kurzweil, what is the greatest concern regarding the 'self-amplifying growth in AI capacity' (line 16)? **Answer in your own words.** **[2]**

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21 'All this was just a fringe idea that serious academics would not touch' (line 20).

(i) Explain why 'fringe' is an effective word here. [1]

(ii) What does the word 'fringe' suggest about the writer's attitude towards Kurzweil's ideas? [1]

22 What does the writer mean by:

(i) amplify (line 29). [1]

(ii) recursively (line 30). [1]

23 How does the sentence, 'Proponents put the cart before the horse' (line 43) suggest that the writer disapproves of the proponents? [1]

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24 **Using your own words as far as possible,** summarise the reasons why despite the known rates of advancement in computer processing power and related fields, the writer feels that AI will not take over real human intelligence.

Use only information from Paragraphs 5 to 7.

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

The whole AI enterprise will fail at the very first step because _____

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

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ANS

ACS (I) Preliminary Examination 2015 Paper 2
Answer Scheme

Section A [5 marks]

Text 1

1 What ideas are the pictures of the ATM Card and Debit Card at the bottom trying to establish? **[2]**

- The many/wide-ranging features/benefits/perks of the cards
- The difference in the POSB GO! Debit Card and the POSB Chip ATM Card
- a visual emphasis that the POSB GO! Debit Card has many more perks and/or more attractive looking
- The advantages/ superior /extra / additional/improved benefits of the Debit card over the ATM card
- The Debit card is personalised (name printed on the card)

NB: Important to show TWO ideas – 'to show the difference between the Debit and ATM card and that the Debit card has more benefit' counts as ONE idea.

2 The letter begins with *It's time to upgrade and enjoy MORE benefits!* In what way is this an effective opening to this advertisement? **[1]**

- A reminder to the reader that it is an opportune time to get the better card.
- It is an opportunity/ a chance that is not to be missed
- Appeals to the bargain hunters
- Stresses on the **new/ better/ additional/ extra** benefits that the customers can now enjoy.
- Tells the customers that they are entitled and deserve more

Do not accept:
- Paraphrases of the statement, '... enjoy MORE benefits'
- Vague/generic statements e.g. the statement:
  - goes straight to the point
  - conveys the main idea
  - attracts attention
  - appeals to the readers
  - allows readers to understand what the advertisement is about
  - makes the readers curious

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3 The letter lists the many benefits of upgrading to the POSB GO! Debit Card.

(i) Identify the benefit that presents the most convenience to the customers. [1]

- All the account linkages currently held will be transferred to the new card.

(ii) Identify the benefit that is the biggest attraction to the customers. [1]

- S$1.2 million worth of cash prizes to be won.

Section B [20 marks]

Text 2

4 At the beginning of this text, the narrator was confident of the outcome of the trial. Explain how the language used in Paragraph 1 emphasises his certainty. Support your ideas with **two** details from the paragraph. [2]

- 'This was not one of those cases of circumstantial evidence' **suggests that there is solid/concrete evidence to prove the crime.**
- 'in which you feel the jurymen's anxiety – because mistakes *have* been made' **suggests that this case has no mistakes /the jurymen all very certain about the case.**
- 'this murderer was all but found with the old woman's battered body' **suggests that all evidence points to the murderer/ the criminal is already addressed as a murderer.** (Wrong to say that the criminal was found beside the body).
- 'no one present when the Crown counsel outlined his case believed that the accused stood any chance at all' **suggests that everyone was certain of the verdict.**
- ***Any two of the above.***

5 What does 'battered' (line 5) suggest about the manner of the old woman's death? [1]

- It was very brutal / gruesome / cruel / merciless / heartless / wicked / evil / very harsh/ violent /
- she was beaten repeatedly/ badly beaten

Do not accept 'she was smashed and flattened', 'she was pounded on'

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6 What made the man conspicuous? Refer to Paragraph 2 and **answer in your own words.** [2]

(conspicuous = stand out/ easily noticed/ attract special attention)

- *'ugly'* = He was hideous/ grotesque/ repelling/ misshapen looking/off-putting

- *'not forget in a hurry'/ 'had not forgotten him'* = one would not fail to remember his face / he had a memorable face

7 Why was the man's instinct described as 'fatal' (line 19)? [2]

- His instinct caused him to look up and hence he was seen
- Witnesses could testify against him in court.
- He got caught as a result of his instinct and could be put to death

8 'his eyes suffused with horrifying and brutal fear, like an animal's when you raise a whip.' (lines 20-21) Explain the irony here. [2]

- The man is a murderer who bludgeoned an old woman.
- But here, he is seen as a helpless victim, who is about to be attacked.

9 What tone is the writer creating when he said, 'he might as well have committed the crime in broad daylight' (lines 22-23)? [1]

- Sarcastic / mocking / ironic / derisive / cynical / scornful

10 What is the narrator suggesting about Mrs Salmon when he said she had 'no sense of importance' (lines 34-35)? [1]

- She was humble / modest / unassuming / not arrogant / not proud.

11 Identify a phrase in Paragraph 7 which first suggests that Mrs Salmon was a captivating witness. [1]

- '(a judge) hanging on her every word'.

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12 In line 61, the narrator says, 'I could not make out why he asked that question.' What does this suggest about the style of language actually used in the preceding question? **[1]**

- It was intended to bring out doubts / hesitation / uncertainty / reservations / misgivings.

NB: Students should refer to the 'preceding question' in line 60, *'And you have no doubt whatever that the man you saw is the prisoner?'*
Most candidates erroneously assumed that this question begs for the 'literary technique' used and responded 'It is a rhetorical question'.
However, the expression, *'what does this suggest about the style of language actually used ....'* is looking for the purpose or the intention of the speaker, who seems to have a hidden agenda in asking such a question.
The hidden agenda or motive is to cause the listener to feel uncertain about her previous response(s). Hence, an appropriate answer would be any of the above in the list.
NB: Not acceptable - 'It is doubtful'. Acceptable - 'It is intended to create/ bring out doubt', etc.

13 'That extraordinary day had an extraordinary end.' (line 83) Explain why 'extraordinary' is an effective word to use here. **[1]**

- It was a day of strange / odd / unusual / unexpected / astonishing / surprising / amazing / bizarre / peculiar / uncommon occurrences.
- ***Do not accept = special / particular / exceptional / remarkable / great / wonderful / fascinating / out of the ordinary.***

14 " 'I've been acquitted, haven't I?' " (line 87) What does this question asked by one of the twins tell you about his frame of mind? **[1]**

- He was proud / arrogant / smug / cocky / over-confident.

NB: Not acceptable - confident / gloating. 'Gloating' suggests an action; it is not a 'state of the mind' emotion).

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15 Why do you think the narrator believes that Mrs Salmon has reason to fear? **[1]**

- The surviving twin might blame Mrs Salmon for testifying and want to take revenge. / The surviving twin might want to exact revenge on Mrs Salmon for indirectly causing the death of his twin just outside the court.

NB: A few candidates misread the text and thought that Mrs Salmon was the one who had pushed one of the twins into the path of a bus, resulting in him being killed instantly. Mrs Salmon did NOT push him or cause his death.

16 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.

Main focus		
bad impressions	loss of confidence	shaky evidence
an unexpected twist	great certainty	the perfect witness

Flow chart

Paragraphs 1-3: (i) great certainty

Paragraphs 4-27: (ii) the perfect witness

Paragraphs 28-32: (iii) loss of confidence

Paragraphs 33-34: (iv) an unexpected twist **[4]**

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Section C [25 marks]

Text 3

17 What is the premise that 'singularity' (line 3) is based on? **[1]**

- Machines with artificial intelligence that matches the human level can be built in the lifetime of those of us who are alive right now.

18 Identify the quality that enables machines 'to reprogramme itself into one more intelligent than itself.' (line 7) **[1]**

- Greater and faster processing power.

19 What does 'exponentially, perhaps without limit' (line 13) tell you about the rate that machines reprogramme themselves? **[1]**

- Very rapidly / quickly / speedily.

NB: Not accepted – increasing (means more).

20 According to Kurzweil, what is the greatest concern regarding the 'self-amplifying growth in AI capacity' (line 16)? **Answer in your own words.** **[2]**

- *'whether ... might render humanity'* = If these ultra-intelligent machines can cause mankind
- *'completely redundant'* = to be totally unnecessary / superfluous / unneeded.

21 'All this was just a fringe idea that serious academics would not touch' (line 20).

(i) Explain why 'fringe' is an effective word here. **[1]**

- The idea was not well accepted so calling it 'fringe', meaning at the edge, border, or margin, is effective because it highlights the fact that it is not at the core or centre.

(ii) What does the word 'fringe' suggest about the writer's attitude towards Kurzweil's ideas? **[1]**

- Dismissive / unconcerned / does not take it seriously / feels that it is unimportant.

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22 What does the writer mean by:

(i) amplify (line 29). [1]

- Increase / intensify / strengthen / augment / magnify / enlarge / add on.

(ii) recursively (line 30). [1]

- Repeatedly / again and again / many times over / time and again / time after time / over and over again / regularly / intermittently / periodically.
- ***Do not accept = frequently / often.***

23 How does the sentence, 'Proponents put the cart before the horse' (line 43) suggest that the writer disapproves of the proponents? [1]

- The writer's disapproval is shown in his use of this analogy to suggest that the proponents are doing things in the wrong order, because the horse should come before the cart, likewise, humans should control intelligence and not the other way around.

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24 **Using your own words as far as possible,** summarise the reasons why despite the known rates of advancement in computer processing power and related fields, the writer feels that AI will not take over real human intelligence.

Use only information from Paragraphs 5 to 7.

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

The whole AI enterprise will fail at the very first step because ... **[15]**

1. proponents implicitly assume human intelligence to be located in the brain.
2. But the human brain is more than a machine, thus it actually cannot be perfectly emulated
3. The brain also has non-mechanical processes.
4. As such, an AI system will not actually have a mind, which means that it will not be able to attain even the human level of intelligence.
5. Real human intelligence depends on cognition, which is always carried out by a living person.
6. This human cognition comes about through human interaction with the environment.
7. This interaction is always carried out through the body's finely tuned sensory and motor systems.
8. For there to be real human intelligence, the person must be able to autonomously experience the environment directly to decipher what the issues are and decide what to do about them.
9. That is why the human sensory and motor apparatus is crucial to human intelligence.
10. But this is something that an AI system, even if it could emulate the brain, cannot achieve.

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