NO ANS

Name:		Index Number:		Class:	

DUNMAN HIGH SCHOOL
PRELIM 2015
YEAR 4 SAP

ENGLISH LANGUAGE

1128/PAPER 1

14 Sept 2015

Question Booklet

1h 50mins

Additional Materials: Writing Paper

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on all the work you hand in.
Write in dark blue or black pen.
Do not use correction fluid.

Answer **Section A** in this booklet and **Section B and C** on the writing paper provided.
Please begin **Section C** on a fresh sheet of paper.
Write your answers clearly in the spaces provided.
The number of marks is given in brackets [ ] at the end of each question or part question.

For examiner's use only:

Section A	/10
Section B	/30
Section C	/30
Total	**/70**

This document consists of **(5)** printed pages.

[Turn over

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Section A: Editing [10 Marks]

Carefully read the text below, consisting of 12 lines, about the opera. The first and last lines for each paragraph are correct. For eight of the lines, there is <u>one</u> grammatical error in each line. There are two lines with no errors.

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

If the line is <u>incorrect</u>, circle the incorrect word and write the correct word in the space provided.

The correct word you provide <u>must not change the original meaning</u> of the sentence.

Examples:

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

My mother always wears sensible clothes. .....√.....

The opera refers to a dramatic art form, originating in Europe, in which the

emotion content is conveyed to the audience as much through music, both vocal **1.** .....

and instrumental, as it is for the lyrics. Musical theatre differs in that an actor's **2.** .....

dramatic performance is primary, and neither the singing or the instrumental music **3.** .....

take centre stage. Drama in opera is presented using the primary elements of **4.** .....

theatre such as scenery, costumes, and acting. However, the words of the opera, **5.** .....

or libretto, are sang rather than spoken. The singers are accompanied by a musical **6.** .....

ensemble ranging from the small instrumental ensemble to a full symphonic **7.** .....

orchestra. The opera started at the end of the 16th century and soon spreaded through **8.** .....

the rest of Europe, attracting foreign composers such as Handel. Opera Seria is the **9.** .....

most prestigious form of Italian opera, until Gluck reacted against its artificiality **10.** .....

with his "reform" operas in the 1760s.

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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 pamphlet on page 4, study the information carefully and plan your answer before writing.

You are the Head of the Student Council of Green Hope Secondary School. You have been asked to deliver the opening speech to the Primary Six students who have come for your school's Open house. The aim of the Open House is to provide prospective students with an understanding of your school's culture and curriculum.

Your speech should:

- include one reason why Primary Six students should join Green Hope Secondary School.
- suggest an itinerary for the Primary Six students, explaining to them the rationale for your plan.
- include in your itinerary at least three activities from the pamphlet that you would recommend. Explain how taking part in these activities will enable the Primary Six students to gain a better understanding of the school's culture and curriculum.

Your speech should be given in proper English, and written in an enthusiastic and engaging manner.

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Green Hope Secondary School

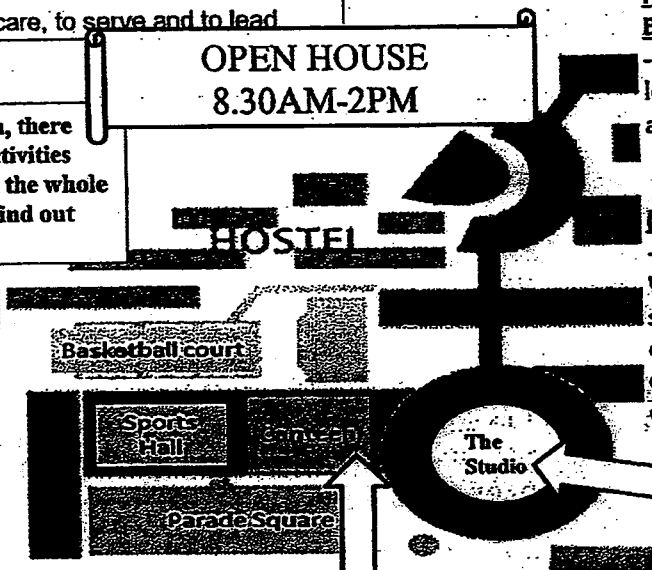
To nurture our students to care, to serve and to lead

OPEN HOUSE
8.30AM-2PM

During the Open House duration, there will be many student-initiated activities that will be on-going throughout the whole school. Come interact with and find out more from our students!

CCA Fair
-Find out what CCAs we have in our school! Let our students explain to you what they do!

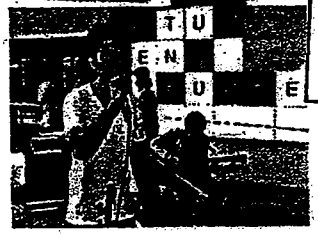




Student Q&A
-Talk to Green Hope students to find out how their school lives are like



Students' Performance
-Free performances every hour
-Witness talents cultivated in our school!



Principal Talk 9am (Hall at Block G)
-Be inspired by our charismatic leader, Mr Tan, and learn more about his vision for the school

Academic Briefing 11.30am (Auditorium at Block F2)
-What new subjects are there? What subject combination should I choose? If you have questions such as these, come down and get advice from our capable teaching staff!

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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. Describe how a national event is celebrated in your country. How effective do you believe it to be in instilling a sense of belonging in its citizens?

2. The error of the past is the success of the future. What are some of the lessons you have learnt from the past?

3. Traditions exist to pass on the flame. In your opinion, what are some family, school **and/or** national traditions that are worth preserving and why?

4. A little white lie is better than the truth. To what extent do you agree that lying is at times advisable?

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Name:		Index Number:		Class:	

DUNMAN HIGH SCHOOL
PRELIM 2015
YEAR 4 SAP

ENGLISH LANGUAGE
1128/ PAPER 2

Comprehension **14 Sept 2015**
Insert **1h 50mins**

Additional Materials: Question Booklet
Writing Paper

READ THESE INSTRUCTIONS FIRST

This insert contains Text A, Text B and Text C.

This document consists of **(6)** printed pages.

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Text A: Visual [5 Marks]

Analyse the text below carefully and answer Questions 1-4.



PARENTAL DISAPPROVAL is the NUMBER ONE REASON kids DON'T DRINK

DROP BY	JUST SET CLEAR	LEARN MORE AT
UNANNOUNCED	**"NO-ALCOHOL" RULES**	**PARENTSEMPOWERED. ORG**

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Text B: Narrative [20 Marks]

The text below details the interrogation process underwent by Winston in Room 101 by O'Brien. O'Brien is attempting to get Winston to reveal his accomplice. Read the text carefully and answer Questions 5-15.

1 At each stage of his imprisonment Winston had known, or seemed to know, whereabouts he was in the windowless building. Possibly there were slight differences in the air pressure. The cell where the guards had beaten him was below ground level. The room where he had been previously interrogated by O'Brien was high up near the roof. This new place, Room 101, was many metres underground. He was strapped tightly, upright in a chair. He knew O' Brien was coming.

2 The door opened and O'Brien came in. "You asked me once," said O'Brien, "what was in Room 101. I told you that you knew the answer already. Everyone knows it. The thing in Room 101 is the worst thing in the world. The worst thing in the world varies from person to person. It may be burial alive, death by fire, or fifty other deaths. At times, it is quite trivial, not even fatal."

3 A guard came in, carrying something made of wire, a box of some kind. Winston could see that it was an oblong wire contraption with a handle on top for carrying it by. Fixed to the front of it was something that looked like a fencing mask, with the concave side outwards. He could see that a cage was attached to it, and that there were some creatures in it.

4 "In your case," said O'Brien, "the worst thing in the world happens to be rats." At this moment, the meaning of the mask-like attachment suddenly sank into him. His bowels seemed to turn to water. He bit back his impulse to scream.

5 "Do you remember," said O'Brien, "the moment of panic that only occurs in your darkest nightmares? In them, there was always a wall of blackness in front of you, and a roaring sound in your ears. There was something terrible on the other side of the wall. You knew that you knew what it was, but you dared not drag it into the open. It was the rats shrilling to be heard on the other side of the wall."

6 "O'Brien!" said Winston, making an effort to control his voice. "You know this is not necessary. I will not betray her no matter what."

7 O'Brien made no indication of having heard Winston. He spoke in the schoolmasterish manner that he sometimes affected. He looked thoughtfully into the distance, as though he were addressing an audience somewhere behind Winston's back. "By itself," he said, "pain is not always enough. There are occasions when a human being will stand out against pain, even to the point of death. But for everyone there is something unendurable – something that cannot be contemplated. Courage and cowardice are not involved. If you are falling from a height it is not cowardly to clutch at a rope. If you have come up from deep water it is not cowardly to fill your lungs with air. It is the same with the rats. You will do what is required of you."

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8 "The rat," continued O'Brien, still addressing his invisible audience, "is carnivorous. In some poor quarters of this town, a woman dares not leave her baby alone in the house, even for five minutes. The rats are certain to attack it. Within quite a small time they will strip it to the bones. They also show astonishing intelligence when it comes to detecting sick or dying people. At times, when hungry, they attack one another."

9 "You understand the construction of this cage," said O'Brien. "The mask will fit over your head, leaving no exit. When the lever is pressed, the door of the cage will open. These starving brutes will shoot out of it like bullets. They will leap onto your face and bore straight into it, attacking the eyes first, then burrowing through the cheeks and devouring the tongue."

10 The cage was nearer; it was closing in. The foul musty odour of the brutes struck his nostrils. For an instant, he was insane, a screaming animal. Finally he came out of the blackness clutching an idea. "Do it to Julia! Do it to Julia! Not me! Julia! I don't care what you do to her. Tear her face off, strip her to the bones. Not me! Julia! Not me!"

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Text C: Non-Narrative [25 Marks]

The article below is about how language can have a profound influence on how people see the world. Read the text carefully and answer Questions 16-22.

1 The question of whether languages shape the way we think goes back centuries; Charlemagne proclaimed that "to have a second language is to have a second soul." While little empirical work has been done in the past to verify this, new cognitive science research nowadays is showing that language does influence our perception of the world.

2 In Pormpuraaw, a remote Aboriginal community in Australia, everything is talked about by the indigenous people in terms of cardinal directions instead of "left" and "right". To say hello in Pormpuraaw, one asks, "Where are you going?", and an appropriate response might be, "A long way to the south-southwest. How about you?" If you do not know which way is which, you literally cannot get past hello. Like the Pormpuraaw community, about a third of the world's languages rely on absolute directions to interpret space. As a result of this constant linguistic training, speakers of such languages are remarkably good at staying oriented, even in unfamiliar landscapes. Moreover, they are able to perform navigational feats scientists once thought were beyond human capabilities, trained by their language. These people also rely on their spatial knowledge to build other complex representations like number, kinship relations, morality and emotions.

3 The manner in which agents are encoded in languages also shape how we understand causality. For example, English likes to describe events in terms of agents doing things. English speakers tend to say things like "John broke the vase" even for accidents. Speakers of Japanese would say "the vase broke itself." Such differences between languages have profound consequences on how their speakers construct notions of agency. In studies conducted, speakers of English and Japanese watched videos of two people breaking eggs and spilling drinks either intentionally or accidentally. Later everyone got a surprise memory test where they had to recount the agent for each event. A striking cross-linguistic difference in eyewitness memory was discovered. Japanese speakers did not remember the agents of accidental events as well as English speakers. While all speakers remembered the agents of intentional events; nonetheless when it comes to accidental events, the Japanese did not remember the agent as well, given that their languages do not encode for the agent.

4 Patterns in language thus offer a window on a culture's dispositions and priorities. As English sentence structures focus on agents, its criminal-justice system perceives that justice has been done when the transgressor is found and punished accordingly. This is in contrast to an alternative approach of finding the victims and facilitating their restitution.

5 Patterns in language have also been shown to shape many other domains of thought. The Piraha, a tribe in the Amazon in Brazil, whose language eschews number words in favour of terms like few and many, is not able to

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keep track of exact quantities. Shakespeare, it turns out, was wrong about roses: Roses by many other names, as told to blindfolded subjects, do not smell as sweet.

6 Indeed, new cognitive research has facilitated this process of cultural excavation and these archaeological digs have enabled us to understand how language has profoundly shaped our constitution of reality since time immemorial. Such progress is uplifting as the uncovering of these rudimentary tenets that guide our thoughts could perhaps make us more aware of the rationale behind our actions and hence release us from the shackles of our thoughts as dictated by language.

Acknowledgements

Visual Text A is adapted from: Parents Empowered (Online), accessed on 13/8/2015 http://adsoftheworld.com/media/outdoor/parents_empowered_your_influence_is_bigger_than_you_think_the_return_of_the_parents

Narrative Text B is adapted from: *1984 by George Orwell. Oxford Publishing (1948).*

Non-Narrative Text C is adapted from: Lera Boroditsky (2010) "Lost in translation." United States: The Wall Street Journal. Accessed on 28th June 2015 at http://www.wsj.com/articles/SB10001424052748703467304575383131592767868

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Name:		Index Number:		Class:	

DUNMAN HIGH SCHOOL
PRELIM 2015
YEAR 4 SAP

ENGLISH LANGUAGE

1128/PAPER 2

14 Sept 2015

Question Booklet

1h 50mins

Additional Materials: Insert
Writing Paper

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on all the work you hand in.
Write in dark blue or black pen.
Do not use correction fluid.
DO **NOT** MAKE ANY ROUGH WORKING IN THE QUESTION BOOKLET.

Answer **all** questions in this booklet.
Write your answers clearly in the spaces provided.
The number of marks is given in brackets [ ] at the end of each question or part question.

For examiner's use only:

Section A	/5
Section B	/20
Section C	/25
Total	**/ 50**

This document consists of **(10)** printed pages.

[Turn over

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Section A: Visual Text [5 Marks]

For examiner's use only

Instructions: Answer questions 1- 4 based on Text A.

1. **Identify the sentence that conveys the main message of the poster.** **[1 mark]**

.....

.....

2. **Who is the target audience of the poster?** **[1 mark]**

.....

.....

3. **How does the picture of the two parents becoming menacing giants achieve its intended effect?** **[2 marks]**

.....

.....

.....

.....

4. **Identify two ways in which parents can prevent underage drinking.** **[1 mark]**

.....

.....

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Section B: Narrative Text [20 Marks]

For examiner's use only

Instructions: Answer questions 5-15 based on Text B.

5. **How did Winston know the whereabouts of "each stage of his imprisonment" (line 1)?**

[1 mark]

.....

6. **In paragraph 2, O'Brien says that "The thing in Room 101 is the worst thing in the world. The worst thing in the world varies from person to person.... At times, it is quite trivial, not even fatal." (lines 10-12)**

Explain what "the thing in Room 101" is. Use your own words.

[1 mark]

.....

.....

7. **Upon realising "the meaning of the mask-like attachment" (line 19), Winston's "bowels seemed to turn to water" (line 20).**

i. **Explain "the meaning of the mask-like attachment" by filling in the table below that describes its different components. The first one has been done for you.**

	Different Components	Functions
E.g.	"Handle on top" (line 14)	To carry the contraption
a.	"Something that looked like a fencing mask, with the concave side outwards" (lines 15-16)	**[1 mark]**
b.	"cage" (line 16)	**[1 mark]**

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ii. **What does the expression "bowels seemed to turn to water" (line 20) suggest?**

[1 mark]

.....

.....

8i. **Would you agree that the cause of "the moment of panic" (line 21) described by O'Brien is a fear that Winston would avoid thinking about while conscious?**

Identify a piece of evidence from paragraph 5 that shows this.

[1 mark]

.....

.....

ii. **Based on two pieces of evidence from paragraph 5, explain fully how the language used by O'Brien suggests that Winston wants to mentally avoid thinking about the rats.**

[2 marks]

.....

.....

.....

.....

.....

9. **Explain why Winston was making "an effort to control his voice" (line 27).**

[1 mark]

.....

.....

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10. Identify a word from paragraph 7 that suggests that O'Brien was putting on an act while interrogating Winston.

[1 mark]

.....

11. Besides speaking in a "schoomasterish manner" (line 30), how else did O'Brien create the impression that he was not acknowledging Winston's presence? Use your own words for your answer.

[2 marks]

.....

.....

.....

12. Through his description of the rats, O'Brien emphasises on two character traits of the rats so as to strike fear into Winston. Using the textual clues in the table below, identify these character traits.

No	Textual Clues in Passage	Character Trait
i.	"They also show astonishing intelligence when it comes to detecting sick or dying people" (lines 42-43)	[1 mark]
ii.	"At times, when hungry, they even attack one another." (lines 43-44)	[1 mark]

13. Why is the expression "shoot out like bullets" (line 47) effective in describing the rats?

[1 mark]

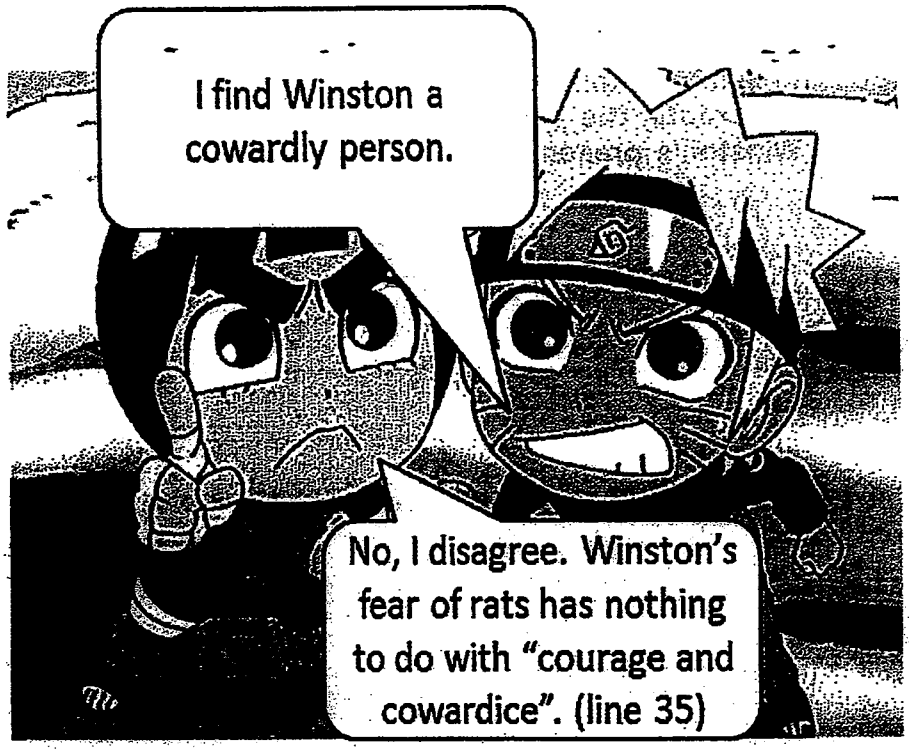
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14. The picture below shows a conversation between Lee and Naruto who are discussing the character of Winston after reading the passage.



Lee **Naruto**

i. From paragraph 10, explain what Winston did which could have caused Naruto to have this opinion of him.

[1 mark]

.....

.....

ii. Explain how Lee can justify his position, with reference to lines 35-37.

[1 mark]

.....

.....

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15. **The passage is revealing of Winston's state of mind during the interrogation in Room 101. Complete the flow chart below by choosing one expression from the box that best describes each part of the text. You can only use each expression once. There are extra expressions in the box you do not need to use.**

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[3 marks]

Cool as a cucumber	Putting on a brave front
Courageous and unafraid	Petrified and illogical
Impulsive and reckless	Composed and analytical

Flow Chart:

Paragraph 1-3	.....
Paragraph 4 & 6	.....
Paragraph 10	.....

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Section C: Non-Narrative Text [25 Marks]

For examiner's use only

Instructions: Answer questions 16-22 based on Text C

16. Why is Charlemagne's proclamation that "to have a second language is to have a second soul" (lines 2-3) both unusual and effective?

[2 marks]

.....

.....

.....

.....

17. Why will you not be able to "get past hello" (line 11) in Pormpuraaw if you "do not know which way is which" (line 10)?

[1 mark]

.....

.....

.....

18. Paying attention to the underlined phrase, explain what the writer means when he says that "patterns in language <u>offer a window</u> into a culture's dispositions and priorities." (lines 34-35)

[1 mark]

.....

.....

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19. **According to Shakespeare, "a rose by any other name would smell as sweet". With reference to paragraph 5, would you agree with Shakespeare? Identify a piece of evidence to support your answer.**

[1 mark]

.....

.....

.....

20. **Why is the term "cultural excavation" (lines 45-46) effective in describing what new cognitive research does?**

[2 marks]

.....

.....

.....

.....

21. **In paragraph 6, the writer suggests that language can "shackle" our "thoughts".**

i. **Identify a word in paragraph 6 that has a similar meaning to "shackles" (line 50).**

[1 mark]

.....

ii. **Do you agree with the writer that language "shackles" our "thoughts"? Identify an example in paragraph 4 to support your answer.**

[2 marks]

.....

.....

.....

.....

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Summary

22. Using your own words as far as possible, summarise the different ways by which languages have been constructed and how their differing constructions have influenced their users.

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 marks]

The manner in which different languages are constructed can differ and hence influence its users in distinctive ways. For instance, about a third of the world's languages rely on.....

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.....

(_____) words

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ANS DUNMAN HIGH SCH

2015 SAP Prelim Examination Answers

Text A: Visual [5 marks]

1) **Identify the sentence that conveys the main message of the poster. [1 mark]** Quotation

Answer: Parental disapproval is the number one reason kids don't drink.

Do not accept: Your influence is bigger than you think [This is a figurative statement. Students should choose the literal message given that it is clearly the main message]

2) **Who is the target audience of the poster? [1 mark]** Inferential

Answer: Parents (of youth who are drinking despite being underage)

3) **How does the picture of the two parents becoming menacing giants achieve its intended effect? [2 marks]** Language for Impact—Effect

Answer: The two parents becoming menacing giants conveys the message that

[Message-1 mark]

-Parents can strike fear into their children and prevent them from drinking

Textual Clue: ("Your influence is bigger than you think")

[Intended effect—1 mark]

-The reader (parents) will

a) Feel empowered/ more confident regarding their ability to stop their children from drinking

b) Take on a more active role to stop their children from drinking

4) **Identify two ways in which parents can prevent underage drinking. [1 mark]** Factual

-Parents can drop by unannounced

-Parents can set clear "no-alcohol rules"

Do not accept "Learn more at a parentsempowered.org" (This does not prevent underage drinking)

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Text B: Narrative [20 Marks]

5) How did Winston know the whereabouts of "each stage of his imprisonment" (line 1) ? [1 mark] Factual

-**Answer:** He could tell from the slight differences in the air pressure (such that the pressure was lower nearer the top as compared to the roof).

6) In paragraph 2, O'Brien says that "The thing in Room 101 is the worst thing in the world. The worst thing in the world varies from person to person.... At times, it is quite trivial, not even fatal" (lines 10-12)

Explain what "the thing in Room 101" is. Use your own words. [1 mark] Inferential

-Answer [Any 1 of the three]:
-It is every individual prisoner's greatest fear ("worst thing in the world" that "varies from person to person")
-It is the respective treatment that the prisoner will get
-It is the punishment that the prisoner will get

7) Upon realising "the meaning of the mask-like attachment" (line 19), Winston's "bowels seemed to turn to water"(line 20).

i) **Explain "the meaning of the mask-like attachment" by filling in the table below that describes its different components. The first one has been done for you. [2 marks] Global (Have to refer to paragraph 9 for clues as well)**

No	Different Components	Function
e.g.	**"Handle on top" (line 14)**	**To carry the contraption**
A	**"Something that looked like a fencing mask, with the concave side outwards" (lines 15-16)**	To place/ secure/ fit the attachment on Wilson's head (**Textual Clue:** see paragraph 9)
B	**"cage" (line 16)**	To hold the rats(**"cage"**) **Do not accept:** To hold the creatures

ii) **What does the expression "bowels seemed to turn to water" suggest? [1 mark] Language for Impact-Suggestion**

Answer: It suggests that Winston was so frightened that he was unable to control (**"water"**) his bodily functions (**"bowels"**)

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ANS DUNMAN HIGH SCH

8i) Would you agree that the cause of "the moment of panic" (line 21) described by O'Brien is a fear that Winston would avoid thinking about while conscious?

Identify a piece of evidence from paragraph 5 that shows this. [1 mark] Evaluative-Accurate

Answer: Yes. This is because that "moment of panic only occurs in [Winston's] darkest nightmares".

ii) Based on two pieces of evidence from paragraph 5, explain fully how the language used by O'Brien suggests that Winston wants to mentally avoid thinking about the "rats" (line 25). [2 marks] Language for Impact-Evidence

Answer [Any 2 of the 3]:

(A) The "wall" ("with something terrible on the others side") **(Evidence)** suggests that the Winston has created some sort of (mental) barrier to stop himself from thinking about the rats **(Explanation)**

(B) "dared not drag it into the open" **(Evidence)** suggests that Winston was reluctant to confront his fear of rats **(Explanation)**

(C) "Roaring sound in your ears" **(Evidence)** suggests that Winston had strong (mental) defences to overwhelm ("roaring") the squealing of the rats. **(Explanation)**

9. Explain why Winston was making "an effort to control his voice" (line 27). [1 mark] (Own Words-recast)

Answer (in passage): Winston wanted O'Brien to know that what he was doing was <u>not necessary</u>.

Answer (Own Words):

-Winston wanted to give O'Brien the impression that he was **not afraid/ not affected** by the rats / Winston wanted to **hide his fear** from O'Brien

<u>OR</u>

-that the method of interrogation would be **futile** (**Textual evidence:** "I will not **<u>betray</u>** her no matter what") [1 mark] **Note:** Do not accept "not required" (e.g. The interrogation was not required)—does not show understanding of the context

Note: Do not accept "not required" (e.g. The interrogation was not required)—does not show understanding of the context

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10. Identify a word from paragraph 7 that suggests that O'Brien was putting on an act while interrogating Winston. [1 mark] Quotation

Answer: affected

11. Besides speaking in a "schoomasterish manner" (line 30), how else did O'Brien create the impression that he was not acknowledging Winston's presence? Use your own words for your answer. [2 marks] Own words

Answer from passage: He looked thoughtfully into the distance as though he was addressing an audience somewhere behind Winston's back.

Answer (own words): He did not make eye contact **("looked"- 1 mark)** with Winston and pretended that he was talking/ conversing **("addressing"-1 mark)** with someone else.

Note: Do not accept "He peered thoughtfully into the distance"—answer needs to tackle the question that O'Brien was not acknowledging Winston's presence.

12. Through his description of the rats, O'Brien emphasises on two characteristics of the rats so as to strike fear into Winston. Using the textual clues in the passage, identify these characteristics. [2 marks] Inference

No	Textual Clues from passage	Character Trait
a	**"They also show astonishing intelligence when it comes to detecting sick or dying people." (lines 42-43)**	**Opportunistic / Devious/ Discerning/ Perceptive/ Shrewd/ Crafty** **Accept any answer related to the "mind"**
b	**"At times, when hungry, they even attack one another." (lines43-44)**	**Bestial / Treacherous/ Brutal** **Do not accept: "Evil"—To general** **Accept any answer that accept "brutality"**

Note: Answer must be an adjective

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ATNS PUNGGOL HEALTH SCI

13. Why is the expression "shoot out like bullets" (line 47) effective in describing the rats? [1 mark] Language Use-Effectiveness

Answer:

(a) Just like bullets move at an intense speed, the rats are swift/ fast.

(b) Just like bullets can kill/ hurt, the rats can cause immense damage/hurt/ pain.
(Textual Clue: Sometimes they attack the eyes first... sometimes they burrow through the cheeks and devour the tongue"

14. The picture below shows a conversation between Lee and Naruto who are discussing the character of Winston after reading the passage.



a. From paragraph 10, explain what Winston did which could have caused Naruto to have this opinion of him. [1 mark] Viewpoint

Answer: Winston would rather implicate/ sacrifice Julia then suffer torture by the rats **(Textual evidence:** "Do it to Julia! Do it to Julia! Not me! Julia! I don't care what you do to her. Tear her face off, strip her to the bones. Not me! Julia! Not me!")

b. Explain how Lee can justify his position, with reference to lines 35-37 ? [1 mark]. Viewpoint

Answer: Winston's fear of rats is instinctive (and hence is something that cannot be "contemplated"/ and hence he can't help himself).

It is natural reaction to save oneself/ natural impulse/ natural reflex/ spontaneous reaction

(Textual Evidence: If you are falling from a height it is not cowardly to clutch at a rope. If you have come up from deep water it is not cowardly to fill your lungs with air. It is the same with the rats.)
Note: Winston was impulsive

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15. The passage is revealing of Winston's state of mind during the interrogation in Room 101. Complete the flow chart below by choosing one word from the box that best describes each part of the text. You can only use each expression once. There are extra expressions in the box you do not need to use. [3 marks] Global

Cool as a cucumber	Putting on a brave front	Courageous and unafraid
Petrified and illogical	Impulsive and reckless	
Composed and analytical		

Flow Chart:

Paragraph 1-3	• Composed and analytical ("had known, or seemed to know; slight differences in the air pressure of the windowless building." "He knew O'Brien was coming")
Paragraph 4 and 6	• Putting on a brave front ("He bit back his impulse to scream", "I will not betray her no matter what")
Paragraph 10	• Petrified and illogical ("he was insane, a screaming animal" sacrifices Julia")

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Text C: Non-Narrative [25 Marks]

16. Why is the Charlemagne's proclamation that "to have a second language is to have a second soul" (lines 2-3) both unusual and effective? [2 marks] Unusual and Effective

It is unusual because it is commonly believe that an individual only has one soul and not two **[1 mark]**; nonetheless it is effective as it suggests that learning a second language will enable one to have experience the world in another manner beyond our first language **[1 mark—Textual Evidence:** "Language does influence our fundamental experiences of the world"**]**

17. Why will you not be able to "get past hello" (line 11) in Pormpuraaw if you "do not know which way is which" (line 10)? [1 mark] Inferential

Answer: This is because the people of Pormpurraw will ask where one is going as a greeting and one is required to state the direction of one's journey as a reply.

(Textual Evidence: To say hello in Pormpuraaw, one asks, "Where are you going?", and an appropriate response might be, "A long way to the south-southwest. How about you?")

18. Paying attention to the underline phrase, explain what the writer means when he says that "patterns in language offer a window into a culture's dispositions and priorities" (lines 34-35). [1 mark] Own Words

Answer: He means that patterns of language offer us an opportunity to learn about a culture's dispositions and priorities.

19. According to Shakespeare, "a rose by any other name would smell as sweet". With reference to paragraph 5, would you agree with Shakespeare? Identify a piece of evidence to support your answer. [1 mark] Evaluative-Evidence

Answer: No, I disagree. This is because during an experiment when subjects were blindfolded and told they were different roses, they found some smelt better than others based on the roses' names.

20. Why is the term "cultural excavation" (lines 45-46) effective in describing what new cognitive research does? [2 marks] Language effectiveness

Answer: (Just like an excavation which seeks to investigate the remains of the past), new cognitive research seeks to find patterns of language that has existed since the past **[1 mark]** so as to infer its impact/ influence on our culture **[1 mark-awarded to impact/ influence]**.

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21. In paragraph 6, the writer suggests that language can "shackle" our "thoughts".

(i) Identify a word in paragraph 6 that has a similar meaning to "shackles" (line 50).

Answer: dictated

(ii) Do you agree with the writer that language "shackles" our "thoughts"? Identify an example in paragraph 4 to support your answer. [2 marks] Viewpoint /Evaluative

Answer: Yes, I agree. As the "English sentence structures focuses on agents", this causes the criminal-justice system to focus on finding and punishing the criminal **[1 mark—for agents and impact on the system]** instead of directing its focus to help the victims **[1 mark]**.

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22. Using your own words as far as possible, summarise the different ways by which languages have been constructed (A) and how their differing constructions have influenced their users (B).

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 marks]

The manner in which different languages are constructed can differ and hence influence its users in distinctive ways. For instance, about a third of the world's languages rely on....

No	From passage	Own Words
1	Absolute directions to **interpret** space **(A)**	cardinal directions to **understand/ construe/ represent** space
2	which enable its speakers to be **remarkably good** at staying **oriented (B)**	which enable its speakers to be **proficient/ highly capable** at **figuring out their location**
3	even in **unfamiliar** landscapes; **(B)**	even when it is **alien** to them; OR even in **new territories;**
4	and perform navigational **feats** once thought to be **beyond human capabilities (B)**	and **succeed in/ accomplish** navigation exploits once thought to be (humanly) **impossible**
5	These speakers also rely on spatial knowledge to build other **complex representations. (A)**	Their spatial knowledge also affects their understanding of **abstract concepts.**
6	The manner in which **agents** are **encoded** in languages **(A)**	How **subjects** are **encrypted/ determined** in language
7	also **shape** how we **understand** causality/ construct notions of agency **(B)**	**Determines/affects** how we **comprehend** causality/ agency
8	which affects one's **memory** of the **agents** of events **(B)** (Japanese speakers did not remember the agents of accidental events as well as English speakers.)	which can affect one's **recollection** of the **perpetrator** of events
9	and a culture's **dispositions** and **priorities. (B)**	and the **characteristics** and **concerns** of a culture.
10	Language can also affect one's ability to **keep track of exact quantities, (B)**	Language can also affect one's **mathematical/arithmetic ability**
11	and whether one perceives the smell of roses of different names as sweet.**(B)**	and his/her **sense of smell.**

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